

# Reading Grade 3 Unit 2

Content Area: **ELA**  
Course(s):  
Time Period: **Trimester 2**  
Length: **10 weeks**  
Status: **Published**

## Course Pacing Guide

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Unit	MP/Trimester	Weeks
Building a Reading Life	1	10
Reading to Learn	1 and 2	10
Character Studies	2 and 3	10
Research Clubs	3	10

## Unit Overview

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This unit aims to introduce students to non-fiction, both expository and narrative. This unit allows students the opportunity to learn more about topics that are of interest to them. Students will leap into a new section of the library and gain enjoyment and excitement over informative reading not only from books, but from maps, newspapers, brochures, blogs, photographs, websites, and magazine clippings. Students will focus on expository texts, reading with clarity, depth and power, stretching what may be one lesson from the book into several days of teaching and learning. This unit spotlights skills and habits essential to a reader of expository nonfiction: determining importance and finding the main idea and supportive details; questioning and talking back to text; figuring out and using new content specific vocabulary; and applying analytical skills to compare and contrast, rank or categorize. In matching students with books for this unit, you need to consider both level and interest or topic. There is some research that suggests when children read nonfiction, they should read slightly below a level in which they read fiction. Although that does not apply when a child has a tremendous amount of background knowledge about the topic. Books in your library should have clear infrastructure of headings and subheadings, and having multiple copies of some texts would be a wonderful way in promoting partnership work. Then the students will learn to use these skills to read narrative nonfiction in the form of biographies.

## Enduring Understandings

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- Readers understand key ideas and details.
- Readers not only read on to seek answers, but think over everything they have read so far and synthesize it with everything they already know.

- Readers learn concrete ways to notice where in the context of the word the definition is likely to appear and actively adopt the technical lingo of whatever subject about which they're reading.
- Readers use the following skills while reading a nonfiction text set: synthesizing to determine the main idea, questioning and reacting, and figuring out challenging vocabulary.

## Essential Questions

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- How can I read expository nonfiction texts in such a way that I can determine what is most important and consolidate information and ideas?
- How can I read narrative nonfiction texts in such a way that I can identify story elements and read through different lenses?
- How can I organize a rich nonfiction reading life for myself so that I read nonfiction often, and live towards goals that I set for myself as a nonfiction reader?
- Can I use nonfiction reading strategies to 'get' what expository texts are saying – to grasp the central ideas and supporting details? Can I use a boxes-and-bullets, expository text structure to help me organize my understanding of the texts I read?
- Even though my mind will often be full of all that I have learned while reading, can I leave space in my mind, and time in my reading to grow ideas about the content? Can I push my thinking so that I elaborate on those ideas?

## New Jersey Student Learning Standards (No CCS)

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LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.RI.3.6	Distinguish their own point of view from that of the author of a text.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RI.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context,

and background knowledge) the most important points and key details presented in two texts on the same topic.

LA.RI.3.10

By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

## **Amistad Integration**

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- Drum Dream Girl - Margarita Engle (L)
- Lost and Found Cat: The True Story of Kunkush's Incredible Journey - Doug Kuntz and Amy Shrodes (M)
- District mandated diversity lessons
- Utilizing repsonsive classroom techniques, strategies and skills

## **Holocaust/Genocide Education**

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- District mandated diversity lessons
- Utilizing repsonsive classroom techniques, strategies and skills

## **Interdisciplinary Connections**

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List at least one specific standard

No general statements

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
SOC.6.1.4.B.CS3	The physical environment can both accommodate and be endangered by human activities.

## **Technology Standards**

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List specific standards that are relevant

No general statements

## **21st Century Themes/Careers**

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List specific standards that are relevant

No general statements

## **Financial Literacy Integration**

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Click on link for integrating financial literacy with reading:

<http://www.scholastic.com/browse/article.jsp?id=3757930>

9.1.4.B.1 Differentiate between financial wants and needs.

9.1.4.B.2 Identify age-appropriate financial goals.

9.1.4.B.3 Explain what a budget is and why it is important.

9.1.4.B.4 Identify common household expense categories and sources of income.

9.1.4.B.5 Identify ways to earn and save.

9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.

9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).

9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.4.C.4 Determine the relationships among income, expenses, and interest.

9.1.4.C.5 Determine personal responsibility related to borrowing and lending.

9.1.4.C.6 Summarize ways to avoid credit problems.

9.1.4.D.1 Determine various ways to save.

9.1.4.D.2 Explain what it means to “invest.”

9.1.4.D.3 Distinguish between saving and investing.

9.1.4.E.1 Determine factors that influence consumer decisions related to money.

9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their

impact on community development and quality of living.

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

## **Instructional Strategies & Learning Activities**

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[https://docs.google.com/document/d/1FVy-uxqtNQL50OiE3vLljJT0\\_Qom3NblHifTro3Q1c4/edit#bookmark=id.fwkpb0c68tuo](https://docs.google.com/document/d/1FVy-uxqtNQL50OiE3vLljJT0_Qom3NblHifTro3Q1c4/edit#bookmark=id.fwkpb0c68tuo)

## **Differentiated Instruction**

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Examples may include:

- Curriculum Mapping
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning Through Play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- LMS use
- Mock Trial
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom

- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

\*Add or remove any of these as you see fit.

### **Formative Assessments**

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- Create boxes and bullets post-its outlining main ideas and details for nonfiction texts.
- Create a Venn diagram highlighting similarities and differences between two topics or two texts on the same topic.
- Create an “All About” poster and present it to the class.
- Develop a PowerPoint presentation about a topic/subject studied.
- Teach a group of peers about a topic studied.

### **Summative Assessment**

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- Units of Study Pre and Post Assessment

### **Benchmark Assessments**

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- Fountas and Pinnell Benchmark Assessment

### **Alternate Assessments**

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- TC Running Records
- <https://readingandwritingproject.org/resources/assessments/running-records>

### **Resources & Technology**

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## BOE Approved Texts

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### Closure

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- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

### ELL

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- Alternate Responses
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

## Special Education

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- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments (use of sketch, have student find the page that provides the answer and make copy and have student highlight or make notes to add their thinking)
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Have study corrals available for independent reading time.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Have test materials read to the student, and allow oral responses.
- Show a model of the end product.
- Stand near the student when giving directions or presenting a lesson.
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## 504

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- preferential seating
- extended time on assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- audio-video materials
- behavior management support
- allow for dictated responses for written reading responses

## At Risk

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- Have student restate information



- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

## **Gifted and Talented**

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- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking