

Reading Grade 3 Unit 4

Content Area: **Sample Content Area**
Course(s):
Time Period:
Length: **Sample**
Status: **Published**

Course Pacing Guide

This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

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

Unit Overview

This unit focuses on assisting students in gathering, understanding, and analyzing informational texts for research purposes. Students are supported while studying a specific animal in a small research club. Students are instructed on how to gather texts that relate to a topic then organizing those texts to glean an overview of the subtopics contained within the topic. Pulling from informational text skills taught in unit 2, students will synthesize information across texts, draw on prior knowledge, and utilize text features. They will learn the importance of gathering both information and ideas on the topic and asking and answering the question, why? After bend one, students will cycle through another research topic, which channels them to compare and contrast the information and ideas their club has learned about two different animals. Within bend two, students will examine the text structures of cause and effect, sequential order, compare and contrast, and problem and solution to help determine how to find the main ideas presented in their subtopics. At the end of the unit, students will be supported in synthesizing and comparing and contrasting information and ideas across the two different animals they studied.

Enduring Understandings

- Readers research nonfiction topics.
- Readers use previous research to conduct a second cycle of research that requires application of critical thinking skills.
- Readers synthesize, compare, and contrast research.

Essential Questions

How do readers research a topic?

How do readers apply critical thinking skills when researching a topic?

How can research topics be compared and contrasted?

New Jersey Student Learning Standards (No CCS)

LA.3.CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.3.CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.3.CCSS.ELA-Literacy.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.3.CCSS.ELA-Literacy.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.3.CCSS.ELA-Literacy.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.3.CCSS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
LA.3.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.3.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.3.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.3.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.3.CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Amistad Integration

Idea: Project on Famous African Americans Using Mentor Texts Below:

Vision of Beauty: Candlewick Biographies: The Story of Sarah Breedlove Walker - By Kathryn Lasky

Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman By Kathleen Krull

Dizzy By Jonah Winter

[Additional Resources Found Can Be Found Here](#)

Holocaust/Genocide Education

Interdisciplinary Connections

SCI.3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
SCI.3-LS2-1	Construct an argument that some animals form groups that help members survive.
SOC.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.

Technology Standards

TECH.8.1.5.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.5.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

21st Century Themes/Careers

List specific standards that are relevant

No general statements

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to
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ensure the desired outcome.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Financial Literacy Integration

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

https://docs.google.com/document/d/1FVy-uxqtNQL50OiE3vLljJT0_Qom3NblHlfTro3Q1c4/edit

Differentiated Instruction

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

Conference notes/Teacher anecdotal

Reading Response Notebooks

Turn and talk conversations

Reading Logs

Graphic Organizers

Research club discussions

Strategy Groups

Student-created goals from Student Response Rubrics

Exit tickets

Summative Assessment

- Reading Pathways includes a pre-assessment that looks at the 4 main skills taught in this unit: Main Idea and Supporting Details/Summary, Cross Text(s) Synthesis, Analyzing Parts of a Text in Relation to the Whole, Comparing and Contrasting, Retelling/Summary/Synthesis
- Online resources- Pre-Assessment: “Guide Dogs”
- Continue conducting running records to ensure students are moving up reading levels
- Online resources- Post-Assessment: “Pickle-Flavored Ice Cream”

Benchmark Assessments

Alternate Assessments

Resources & Technology

- Penguins
- The Life Cycle of Emperor Penguins
- The Penguin
- Frogs! by Elizabeth Carney
- Frogs and Toads by Bobbie Kalman
- The Life Cycle of a Frog by Bobbie Kalman
- Lucy Calkins Online resources: <https://www.heinemann.com>

BOE Approved Texts

Closure

Such as:

- 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.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- 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
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- 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.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- 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 . . .)"

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

ELL

Such as:

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

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

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.

- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- 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.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- 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.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

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

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support

- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

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

At Risk

Examples may include:

- Use of mnemonics
- 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)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- 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
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

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

Gifted and Talented

Examples may include:

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

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