

Reading Grade 3 Unit 1

Content Area: **ELA**
Course(s):
Time Period: **Trimester 1**
Length: **September to November**
Status: **Published**

Course Pacing Guide

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

Get ready to begin an exciting year in reading! The biggest work in this unit is to set the tone for everything else to come this year and help all of your students become avid readers. You will be establishing routines and expectations and empowering students to develop personal agency about their own reading lives. Another important aspect of this unit is establishing conversations through partnerships and read alouds. There are many ways to do this work as well. You will want to create opportunities for partners to get to know one another paying attention to reading histories, interests, and hopes. Launching and establishing expectations around writing about reading will also need to be addressed in this unit as well.

Enduring Understandings

- Readers set clear goals, find just-right books, and push themselves to read more.
- Readers hold tight to meaning, check for comprehension, envision their stories, and make predictions.
- Readers select and read more challenging texts by tackling tricky words and noticing text and author clues

Essential Questions

- How do readers create reading lives for themselves?
- How do readers work to understand the story better?
- How do readers tackle more challenging texts?

New Jersey Student Learning Standards (No CCS)

LA.RL.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.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RF.3.4.A	Read grade-level text with purpose and understanding.
LA.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Amistad Integration

- Richard Wright and the Library Card by William Miller, illus. by R. Gregory Christie
- [3rd Grade Diversity Lesson #1](#)

Holocaust/Genocide Education

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

Interdisciplinary Connections

LA.SL.3	Speaking and Listening
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.

Technology Standards

21st Century Themes/Careers

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Financial Literacy Integration

- All About Budgets! Part 1 (Vocab development)
- Click on link for integrating financial literacy with reading:
<http://www.scholastic.com/browse/article.jsp?id=3757930>

Instructional Strategies and Activities

https://docs.google.com/document/d/1FVy-uxqtNQL50OiE3vLljJT0_Qom3NblHIfTro3Q1c4/edit#bookmark=id.fwkpb0c68tuo

Formative Assessments

- Create a story pyramid and a one-paragraph summary of a story that demonstrates comprehension of a reading passage.
- Create “boxes and bullets” post it outlining what occurred first, next, then, and finally in a chapter or story.
- Create a “Who Am I as a Reader?” poster that outlines favorite authors, favorite genres, and stories read to date.
- Create a “Movie in My Mind” poster that demonstrates what a student envisions from a story.
- Develop lists in a reader’s notebook about plot, setting, or characters.

Summative Assessment

- Units of Study pre and post assessment

Benchmark Assessments

- Fountas and Pinnell Benchmark Assessment

Alternate Assessments

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

Resources & Technology

BOE Approved Texts

Stone Fox

Closure

- 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

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

Special Education

- 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.

504

- 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

- 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

- 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