

# 3rd Grade

Content Area:    **Interdisciplinary**  
Course(s):  
Time Period:    **Trimester 1**  
Length:         **9 weeks**  
Status:         **Published**

## Course Pacing Guide

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Information Literacy	Trimester	Cycles
Identify literary genres	1	1
Utilizes Online Library Catalog	1	1
Culturally Diverse Fables, Folktales, and Myths	1, 2, 3	3
Fractured Fairy Tales	3	1
Fiction vs Non-Fiction	2	1
Digital Citizenship	Trimester	Cycles
Media Balance and Well Being	1	1
Online Privacy & Security	1	1
Digital Footprint & Identity	2	1
Online Relationships & Communication	2	1
Cyberbullying, Ditigal Drama, and Hate Speech	3	1
Online News & Media Literacy	3	1
STEM/Coding		
Coding: Sequencing	1	2
Coding: Events	2	2
Coding: Loops	3	2
Poem Formats (HTML)	3	2

LA.RL.3	Reading Literature Text
	Key Ideas and Details
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.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
TECH.8.1.5.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.5.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.5.D.1	Understand the need for and use of copyrights.
TECH.8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.2.5.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
TECH.8.2.5.E.1	Identify how computer programming impacts our everyday lives.
TECH.8.2.5.E.2	Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.
TECH.8.2.5.E.3	Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.
TECH.8.2.5.E.4	Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).
TECH.8.2.5.E.CS1	Computational thinking and computer programming as tools used in design and engineering.

## Unit Overview

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### Enduring Understandings

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- Knowledge of literature genres.
- Knowledge and utilization of online library catalog.
- Fostering the love of reading and the self-selection of materials.
- Understand that being a good digital citizen means being safe and responsible online.
- Examine both in-person and online responsibilities.
- Think about how our behavior affects ourselves and others.
- Identify examples of online responsibilities to others.
- Recognize the kind of information that is private.
- Understand that they should never give out private information online.
- Understand why a strong password is important.
- Practice creating a memorable and strong password.
- Understand that it's important to think about the words we use, because everyone interprets things differently.

### Essential Questions

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- How do you identify different literary genres?
- How do your likes and dislikes affect your selection of materials?
- How does the use of the online library catalog make finding books easier and quicker?
- What is the difference between fact and opinion?
- Why is it important to respect and follow the library's rules of circulation?
- How can we be good digital citizens?
- How do digital citizens take responsibility for themselves, their communities, and their world?

### Instructional Strategies & Learning Activities

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## **Differentiated Instruction**

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Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- LMS use
- The Hot Seat/Role-Play
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- 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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## **Summative Assessment**

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## **Benchmark Assessments**

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## **Alternate Assessments**

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### **Resources & Technology**

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The following standards are also being followed and met from the American Association of School Librarians (AASL), Information Literacy and Power:

Standard 1: The student who is information literate accesses information efficiently and effectively.

1:3 Develops search strategies

1:3:1 Identifies keywords

1:3:3 Uses subject headings

1:4 Accesses information using a variety of sources

1:4:2 Utilizes online library catalogs

1:4:3 Browses print collections

1:4:5 Utilizes internet based-based resources

Standard 2: The student who is information literate evaluates information critically and competently.

2:3 Identifies inaccurate and misleading information

2:3:1 Differentiates between fact and opinion, and identifies inaccuracies

Standard 3: The student who is information literate uses information accurately and creatively

3:1 Organizes information to achieve specific purposes

3:1:2 Integrates information from a variety of formats into a finished product/presentation

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

4:1 Locates information relevant to personal interests

4:1:1 Has knowledge of the variety of sources available pertaining to personal interests

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

5:1 Recognizes differences between literary genres

5:1:1 Is aware of the various literature genres

5:1:2 Identifies favorite literature genres

5:1:3 Identifies characteristics of each literary genre

5:3 Designs creative products

5:3:1 Creates appropriate products that convey information capitalizing on the unique qualities of a chosen format

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society

7:1 Respects the ideal of equitable access to information

7:1:1 Returns materials in a timely manner so that others have access

7:2 Gathers information from diverse sources

7:2:2 Evaluates usefulness of information

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

## **BOE Approved Texts**

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District Elementary Library Catalog

## **Closure**

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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 their 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, other 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

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Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling

- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

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## **Special Education**

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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.



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## **504**

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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**

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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

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## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking