

# Unit #3: Working Together

Content Area: **Language Arts**  
Course(s): **Grade 3**  
Time Period: **Second Trimester**  
Length: **5-6 Weeks**  
Status: **Published**

## Unit Overview

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The theme of “Working Together” was selected for a five to six week study of fiction and nonfiction genres where students will explore the importance of teamwork. This unit will encourage students to find ways to use cooperation to accomplish goals. They will discover that through cooperation and teamwork, they can change their relationships and the world around them. The thematic unit will incorporate language arts and social studies standards. The writing focus is informative.

## STAGE 1- DESIRED RESULTS

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**The following goals, as outlined in the NJSLS, will provide a framework for preparation and instruction in English Language Arts:**

1. Understands the key ideas and details as well as the craft and structure of literary and informational texts.
2. Integrates the knowledge and ideas found in fiction and nonfiction.
3. With prompting and support, reads and comprehends literature and informational texts at grade level text complexity or above.
4. Knows and applies grade level phonics and word analysis skills.
5. Reads with accuracy and fluency to support comprehension.
6. Writes and produces a variety of text types for a range of purposes.
7. Researches topics to build and present knowledge.
8. Writes routinely over extended time frames.
9. Participates in a variety of rich and structured conversations.
10. Presents knowledge and ideas in a variety of ways.
11. Gains control over many conventions of standard English grammar, usage and mechanics.
12. Uses grade-appropriate words by determining the meaning (and multiple meanings) and expands their content-area vocabulary.

## Interdisciplinary Connections

## **2016 New Jersey Students Learning Standards- Language Arts**

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### **\* Reading Literature Text**

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#### **Key Ideas and Details**

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| 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.  |

#### **Craft and Structure**

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| 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.RL.3.6 | Distinguish their own point of view from that of the narrator or those of the characters.   |

#### **Integration of Knowledge and Ideas**

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| LA.RL.3.7 | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).  |
| LA.RL.3.8 | (Not applicable to literature)   |
| LA.RL.3.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., |

in books from a series).

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## Range of Reading and Level of Text Complexity

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LA.RL.3.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

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## \* Reading Informational Text

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### Key Ideas and Details

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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.

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### Craft and Structure

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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.

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### Integration of Knowledge and Ideas

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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.3.8

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

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.

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## Range of Reading and Level of Text Complexity

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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.

## **\* Reading Foundations Skills**

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### **Phonics and Word Recognition**

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LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
LA.RF.3.3.B	Decode words with common Latin suffixes.
LA.RF.3.3.C	Decode multisyllable words.
LA.RF.3.3.D	Read grade-appropriate irregularly spelled words.

### **Fluency**

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LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.3.4.A	Read grade-level text with purpose and understanding.
LA.RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **\* Writing**

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See Writing Calendar and scope and sequence as attached documents.

### **Text Types and Purposes**

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LA.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
LA.W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
LA.W.3.1.B	Provide reasons that support the opinion.
LA.W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
LA.W.3.1.D	Provide a conclusion.
LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.W.3.2.D	Provide a conclusion.
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
LA.W.3.3.C	Use temporal words and phrases to signal event order.
LA.W.3.3.D	Provide a sense of closure.

## **Production and Distribution of Writing**

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LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

## **Research to Build and Present Knowledge**

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LA.W.3.7	Conduct short research projects that build knowledge about a topic.
LA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LA.W.3.9	(Begins in grade 4)

## **Range of Writing**

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LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## **\* Speaking and Listening**

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## Comprehension and Collaboration

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LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
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.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

## Presentation of Knowledge and Ideas

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LA.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LA.SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## \* Language

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## Conventions of Standard English

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LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LA.L.3.1.B	Form and use regular and irregular plural nouns.
LA.L.3.1.C	Use abstract nouns (e.g., childhood).
LA.L.3.1.D	Form and use regular and irregular verbs.
LA.L.3.1.E	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
LA.L.3.1.F	Ensure subject-verb and pronoun-antecedent agreement.
LA.L.3.1.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

LA.L.3.1.H	Use coordinating and subordinating conjunctions.
LA.L.3.1.I	Produce simple, compound, and complex sentences.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.A	Capitalize appropriate words in titles.
LA.L.3.2.B	Use commas in addresses.
LA.L.3.2.C	Use commas and quotation marks in dialogue.
LA.L.3.2.D	Form and use possessives.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

## Knowledge of Language

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LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.3.A	Choose words and phrases for effect.
LA.L.3.3.B	Recognize and observe differences between the conventions of spoken and written standard English.

## Vocabulary Acquisition and Use

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LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
LA.L.3.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
LA.L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
LA.L.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
LA.L.3.5.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and

domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

## **Essential Questions**

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- **What are things that are best done by a team or a group?**
- **What makes a team successful?**
- **How do inventions make our lives better?**
- **How do animals make our lives better?**

## **Enduring Understanding**

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*Students will understand that....*

- nonfiction stories tell about real events and real people.
- authors write for a variety of purposes, including: to entertain, to inform, or to persuade.
- writers can write to inform.
- writers can write letters to persuade.
- audience, voice, purpose, and message are all essential for effective communication, whether written or oral.

## **Students will know...**

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- how to sequence events in fiction and non-fiction text.
- how to identify and use graphic features to locate information.
- how to determine the theme of a story.
- how to distinguish their own point of view from that of the narrator or other characters.
- how to compare & contrast theme, setting and plot of stories by the same author.



### **Students will be able to...**

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- analyze and evaluate the relationships between a series of events or ideas in a text.
- summarize text through the use of key details.
- make, confirm or revise inferences and predictions while reading.

### **STAGE 2- EVIDENCE OF LEARNING**

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### **Formative Assessment Suggestions**

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- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Edmentum
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share

- Web or Concept Map

### **Summative Assessment Suggestions**

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- DRA
- DRA Progress Monitoring
- Cold Reads
- Teacher-Created assessments
- Unit tests
- Published writing
- WTW Spelling Inventories
- Performance Base Task
- Edmentum

### **Alternate Assessments Suggestions**

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- Center Work
- Project Based Learning
- Writing Templates
- Thoughtful Tools for Assessment

### **Benchmark Assessments**

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- Journeys Benchmark Assessments

### **STAGE 3- LEARNING PLAN**

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### **Instructional Map**

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## **Activities:**

- Choose an issue facing the community or world, and work collaboratively as a class to brainstorm ways to make changes; include use of persuasive writing.
- Teach reading comprehension strategies: Sequence of Events, Compare/Contrast, Question, Analyze/Evaluate, Summarize, and Infer/Predict: create a story board, use top hat organizer.
- Compare and contrast two texts on the same topic.
- Possible research: Investigate careers that involve helping animals or the environment, or that focus on teamwork.
- In a collaborative group, create a working model of an invention that helps people.
- Teach new vocabulary through the use of the Grayer Model Strategy.

## **Modifications/Differentiation of Instruction**

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### **Modification Strategies**

#### Differentiation Strategies for Special Education Students

- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means

- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment
- Differentiated checklists and rubrics, if available and appropriate

### Differentiation Strategies for Gifted and Talented Students

- Increase the level of complexity
- Decrease scaffolding
- Variety of finished products
- Allow for greater independence
- Learning stations, interest groups
- Varied texts and supplementary materials
- Use of technology
- Flexibility in assignments
- Varied questioning strategies
- Encourage research
- Strategy and flexible groups based on formative assessment or student choice
- Acceleration within a unit of study
- Exposure to more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace
- After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
- Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas

### Differentiated Strategies for ELL Students

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials, including visuals
- Use technology, if available and appropriate
- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill

- Provide cross-content application of concepts
- Allow students to work at their own pace
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Role play
- Provide graphic organizers, highlighted materials
- Strategy and flexible groups based on formative assessment

### Differentiation Strategies for At Risk Students

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment

### **504 Plans**

Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep
- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

Examples of accommodations in 504 plans include:

- 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

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

## **High Preparation Differentiation**

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- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts

- Leveled Rubrics
- Literature Circles
- Menu Assignments
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

## Low Preparation Differentiation

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- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Extend Skills
- Mini Workshops to Re-teach
- Open-ended Activities
- Think-Pair-Share by Interest
- Think-Pair-Share by Learning Style
- Think-Pair-Share by Learning Style
- Think-Pair-Share by Readiness
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

## Horizontal Integration- Interdisciplinary Connections

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### Health: Cooking

Point out that *Ramona and Beezus* look through their mother's recipe file to find recipes to make. Remind students that a recipe gives step-by-step instructions. Guide students to understand that cooks follow recipes to

make sure a dish tastes good. They also follow recipes for safety reasons. Recipes tell how long and at what temperature to cook food. Use the internet to find a recipe that will be added to a class cookbook.

## **Social Studies: Cultures**

Instruct the students to identify three historical details about the Cherokee people. Use *Yonder Mountain, The Trail of Tears* and their own research to find the information. Make a class list to display the information.

SOC.6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
SOC.6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
HE.3-5.2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

## **Vertical Integration- Discipline Mapping**

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The curriculum map in Grades 1 – 5 focus on several domains that are developed and reviewed across units. Life science, community, social relationships, cultures and are all domains that are spiraled across the grades.

- In life science students explore animals by learning about how they communicate, their traits, habitats, life cycles and behaviors.
- Students will learn the functional processes of a community including community types, and active membership.
- Students will explore social relationships. They will find out what is important about being a friend, become aware of their feelings and emotions, gain appreciation for differences and unique characteristics of others.
- Cultural awareness is heightened through developing in-depth knowledge of history, traditional stories, historical figures and documents, and traditions.
- American History is presented through texts that include the settling and agricultural challenges faced in the west by pioneers, character traits of successful leaders and inventors, and the opinions that led to the fight for freedom and development of the American government.

## **Additional Materials**

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### **Resources & Materials:**

#### **Journeys Paired Selections**

- *Technology Wins The Game/Science For Sports Fans*
- *Tops and Bottoms/Goodness Grows in Gardens*



- *Yonder Mountain: A Cherokee Legend/The Trail of Tears*
- *Aero and Officer Mike/Kids and Critters: A Nature Newsletter*
- *The Extra Good Sunday/Imagine a Recipe*

#### Guided Reading

- Journeys Leveled readers (Below, On, Above, ELL and Vocabulary readers)
- Reading A-Z leveled text
- Scholastic Leveled Readers

#### Independent Reading/Research

- 100 Book Challenge Books
- Various newspapers & magazines

#### Writing

- District approved Scope and Sequence Lesson Plans and Organizers

#### Websites

- [www.literactive](http://www.literactive)
- [www.reading.org](http://www.reading.org)
- [www.fcrr.org](http://www.fcrr.org)
- [www.readworks.org](http://www.readworks.org)
- [www.readinga-z.com](http://www.readinga-z.com)
- [www.professorgarfield.org](http://www.professorgarfield.org)