

Unit 1: Storytime

Content Area: **ELA**
Course(s): **ELA 3**
Time Period: **SeptOct**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

English Language Arts: Grade 3

Unit 1: Storytime

Belleville Board of Education

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Unit Overview

Within Unit One, students will explore how learning about new things helps us to grow and find out about the world around us. This unit will focus on stories and storytelling and what we can learn from stories and their characters. It will also focus on traditions and how our traditions can teach us about different cultures. Additionally, the unit will be focusing on how people from different cultures contribute to a community and how we can learn from people from another culture. Finally, the unit will focus on how problem solving can lead to new ideas and new products and talk about people who came up with new inventions when investigating and trying to solve a problem.

NJSLS

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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.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| 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.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| 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). |

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| LA.W.3.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. |
| LA.W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 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.3.4 | 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.3.7 | Conduct short research projects that build knowledge about a topic. |
| 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. |
| LA.RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding and encoding words. |
| LA.RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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.3.8 | 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. |
| 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. |

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

Exit Skills

By the end of unit, 3rd grade ELA Students should be able to:

- Ask and answer questions about a text
- Demonstrate understanding of text structure
- Demonstrate knowledge of taught skills and strategies of the unit
- Expand on knowledge of vocabulary
- Use key details to find the main idea
- Describe how the author supports opinions in the text
- Write sentences about the topic/text that has been read.
- Use notes, chart, and discussion ideas to write a paragraph that compares people and inventions
- Write using compound predicates

Enduring Understanding

1. Stories will teach students lessons, learn new skills, illustrate great writing, and inspire them to learn about other people.
2. Traditions are passed down from generation to generation, and help to teach important family customs intertwined with culture.
3. People from different cultures contribute to a community by adding interesting customs and beliefs for others to share.
4. Every new invention begins with a problem and a new idea.
5. Learning can help us know more about life and our surroundings as we continue to grow and develop. Asking questions and being inquisitive helps to learn and answers questions that we develop independently.

Essential Questions

1. What can stories teach you?
2. What can traditions teach you about cultures?
3. How do people from different cultures contribute to a community?
4. How can problem solving lead to new ideas?
5. How can learning help us grow?

Learning Objectives

Evaluate characteristics of books using photographs

Analyze and describe how stories can teach us new things

Compare and contrast stories with similar characters and theme

Analyze the text, craft, and structure

Utilize an illustration to explore cultures and traditions

Examine and understand traditions

Create connections between characters in a story.

Explain what traditions can teach about culture

Create opinions about a character's feelings

Develop and write complete sentences to respond to a statement

Create connections between traditions and culture

Utilize a graphic organizer to take notes

Identify and cite details to support ideas

Utilize a photograph to explore cultures and community

Examine and understand culture

Determine and describe how different cultures contribute to community

Expand on how people from different cultures contribute to a community

Evaluate an author's choice of words

Investigate a photograph to discuss technology and problem solving

Investigate how problem solving leads to new ideas

Identify and assess how an author uses cause and effect

Identify the events that led to an invention

Draw conclusions about an inventor

Generate an understanding of metaphors

Compose opinions with supporting details

Create a response to the text by revisiting the Essential Question, discussing it, and writing about it

Compare and contrast two biographies about inventors

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|-----------------|-------------------|--------------|----------------|-----------------|---------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |

| | | | | | |
|--|---|--|--|--|----------------------|
| | Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict | Examine Graph Interpolate Manipulate Modify Operate Subtract | | | Rewrite Transform |
|--|---|--|--|--|----------------------|

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

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| SCI.3-5.3-5-ETS1-1.ETS1.A.1 | Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. |
| SOC.6.1.4 | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| SOC.6.1.4.C.CS1 | People make decisions based on their needs, wants, and the availability of resources. |
| SOC.6.1.4.D.CS1 | Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. |

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

edconnect.mcgraw-hill.com

ebooks

interactive vocabulary



Differentiation

Content:Content will be differentiated through use of multilevel readers for Basic Skills students, Special Education students, Talented and Gifted students, as well as ELL students. The readers are all focused upon the same content, however the lexiles differ depending upon the abilities of the student.

Process:The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners. Additionally, students will be supplied with sentence stems and differentiated student

workbooks to foster student success of the established goals.

Product: The product will be differentiated because student work will be based upon their reading levels and lexiles. Students will be given choice for projects that appeal to their various learning styles to promote confidence and success amongst the students.

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

McGraw-Hill *Wonders!* series

Ancillary Resources

SmartBoard, student laptops, decodable readers, leveled readers, literacy centers, and writing stations.

Sample Lesson

Name: Unit Name: Storytime

NJSLS: See attached

Interdisciplinary Connection: Science, Social Studies, Writing

Statement of Objective: 1. Ask and answer questions to demonstrate the understanding of a text, referring explicitly to the text as the basis for the answers.

Anticipatory Set/Do Now: Activate Schema and background knowledge

Learning Activity:

- Whole Group Read Aloud
- Guided questions to lead students back to the text
- Encourage students to take notes as they read
- Provide students with frequent opportunities to discuss the text with peers
- Use text evidence stick

Student Assessment/CFU's: Exit cards

Materials:

- SmartBoard,
- Wonders digital video
- Text: *A Mountain of History*

21st Century Themes and Skills:

- Global Perspectives
- Civic Literacy
- Creativity and Innovation
- Information Literacy
- Critical Thinking and Problem Solving

Differentiation/Modifications:

- Cooperative groupings
- Higher order thinking skills
- Close Reading
- Leveled readers

Integration of Technology:

- SmartBoard
- ConnectEd

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