

Unit 4: Choices

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Belleville Public Schools

Curriculum Guide

English Language Arts: Grade 3

Unit 4: Choices

Belleville Board of Education

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Unit Overview

Within Unit Four, students will explore how making informed decisions will help them to live healthier lives, how their skills and talents can help others, how animals and people have adapted to their environment, and how people who are courageous inspire others to do the same. Students will practice asking and answering questions to work on metacognition during the reading process, as well as explore point of view.

NJSLS

LA.3.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.3.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.3.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.3.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.3.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.3.L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LA.3.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.3.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.3.L.3.3.B	Recognize and observe differences between the conventions of spoken and written standard English.
LA.3.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.3.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.3.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.3.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.3.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.3.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.3.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.3.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.3.L.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
LA.3.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.3.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).
LA.3.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.3.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.3.L.3.1.I	Produce simple, compound, and complex sentences.
LA.3.W.3.7	Conduct short research projects that build knowledge about a topic.
LA.3.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
LA.3.RF.3.3.B	Decode words with common Latin suffixes.
LA.3.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.3.RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Exit Skills

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

- 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.
- Create real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*)

- Demonstrate knowledge of taught skills and strategies of the unit
- Expand on knowledge of vocabulary
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Create questions and answer questions to demonstrate an understanding of a text, referring explicitly to the text as the basis for the answers.
- 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.
- 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. Use sentence-level context as a clue to the meaning of a word or phrase.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Distinguish their own point of view from that of the narrator or those of the characters. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Enduring Understanding

1. We make decisions every day and smart choices help us to live healthy lives.
2. We use our talents to help others and our special talents and skills help to make us feel good.
3. Animals have adaptations to help them survive within their environments.
4. People have wanted to fly for hundreds of years and smart thinking by inventors has helped to solve the problem by inventing helicopters, planes, and hot air balloons.
5. People who are courageous inspire us and make us want to then inspire others.

Essential Questions

1. What are different ways to meet challenges?
2. What choices are good for us?

3. How can you use what you know to help others?
4. How do animals adapt to challenges within their habitat?
5. How are people able to fly?
6. How can others inspire us?

Learning Objectives

- 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.
- Create real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*) Demonstrate knowledge of taught skills and strategies of the unit
- Expand on knowledge of vocabulary
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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- 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. Use sentence-level context as a clue to the meaning of a word or phrase.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Generate an understanding of metaphors
- Create a response to the text by revisiting the Essential Question, discussing it, and writing about it

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

Interdisciplinary Connections

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

SOC.6.1.4.C.CS1

People make decisions based on their needs, wants, and the availability of resources.

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.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.

SOC.6.1.4

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.

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: Choices

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

Standards:

Ref's	Standard ID	Description
0x	LA.3.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.
0x	LA.3.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
0x	LA.3.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.
0x	LA.3.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.

