# Unit 5: Take Action

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Course(s): **ELA Gr 3**
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## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Third Grade ELA/Writing

# Unit 5: Take Action

**Belleville Board of Education**

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## Unit Overview

Within Unit Five, students will think of changes they would like to make in the world around them. Students will be encouraged to think of changes they would like to see in the way their school or town. Each week students will produce a project related to the Essential Question. They will then develop one of these projects more fully for the Unit Research Project. Through their research, students will focus their attention on comparing information across sources and recalling, paraphrasing, and presenting information they have found. As students read and reread each week for close reading of text, they take notes, cite text evidence to support their ideas and opinions, and write short analytical responses. After reading, students build writing fluency, analyze model responses, craft longer responses incorporating text evidence, and focus on writing traits.

## Enduring Understandings

Students will understand that...

- People take action by using their ingenuity to solve problems for the greater good.
- Getting what we need can happen when money is earned from an occupation, as well as bartering or trading.
- Reusing what we already have is essential to keeping the Earth clean and healthy.
- Teams work together using effective communication and collaboration to achieve their goals.
- Being a good citizen means helping other people, following rules, being respectful to one another, and helping make the community safe.
- Energy comes from many different sources; some are renewable like the sun and the wind.

## Essential Questions

- What are ways that people can take action?
- How do we get what we need?
- How can we reuse what we already have?
- How do teams work together?
- What do good citizens do?

- What are different kinds of energy?

## Exit Skills

By the end of Unit 5: Take Action, 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.
- cite details from the text that supports claims.
- write a narrative that includes a problem, solution, characters that use dialogue, and establish a clear sequence of events.

## New Jersey Student Learning Standards (NJSLS)

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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. |
| 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. |
| 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.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, |

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| | 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.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.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 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. |

## Interdisciplinary Connections

- History/Social Sciences (Economic Literacy): "Let's Trade" **--Financial Literacy**
- History/Social Sciences (Civic Values, Rights, and Responsibilities): "Teaming Up"
- History/Social Sciences (Civic Values, Rights, and Responsibilities): "Good Citizens"
- Science (Physical Sciences): "Energy"
- Science (Engineering, Technology, and Applications of Science): "Reuse and Recycle"

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| PFL.9.1.4.C.1 | Explain why people borrow money and the relationship between credit and debt. |
| PFL.9.1.4.C.5 | Determine personal responsibility related to borrowing and lending. |
| SCI.3-5-ETS1-1 | Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. |
| SOC.6.1.4 | U.S. History: America in the World: All students will acquire the knowledge and skills to |

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| | 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.A.CS1 | Rules and laws are developed to protect people's rights and the security and welfare of society. |
| 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. |

## Learning Objectives

In Unit 5: Take Action, students will be able to...

- 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.
- summarize the most important events in a story.
- create narratives or develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- ensure subject/verb and pronoun/antecedent agreement
- determine sentence-level context as a clue to the meaning of a word or phrase.
- 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.
- determine the author's point of view in the text. Distinguish their own point of view from that of the author of a text.
- compare and contrast their own point of view from that of the author of a text.
- create scenarios that identify the cause and effect within each sitation.
- formulate and expand vocabulary by adding inflectional endings and suffixes.
- write a grade appropriate opinion essay.
- revise, edit and publish an opinion essay.
- write a grade appropriate book review.
- revise, edit and publish a book review.

## Suggested Activities & Best Practices

*Research and Inquiry lessons provide students with opportunities to collect, analyze, and evaluate information, which are critical 21st Century Skills. Students will work collaboratively to extend their unit knowledge, practice written and oral presentations, and apply research skills.*

- Research Roadmap Project 1- In your group, research an early culture, such as Greek, Roman, Egyptian, or Native American. You will research how the culture met its needs, such as shelter, food, clothing, and safety.

- Research Roadmap Project 2- In a group, create a persuasive presentation or poster that explains a reduce, reuse, and recycle plan for your school or home.

- Research Roadmap Project 3- You will research an emergency response team, such as natural disaster relief teams, paramedics, or firefighters. You will use your research to write a present a report explaining your choice of team, what it accomplishes, and how the team functions.

- Research Roadmap Project 4- You will create a storyboard telling about an individual who is known or remembered for being a good citizen.

## Assessment Evidence - Checking for Understanding (CFU)

- Wonders Assessments (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- Opinion Essay & Book Review Essays (Summative)
- Common Benchmark #3 (Benchmark)
- DRA2 Results (Benchmark)
- Anecdotal Records (Formative)
- Think Pair Share: How can rescue teams save people from disasters? In what ways can teamwork lead toward disaster prevention? (Formative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar

- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

- Wonders Anthology
- Reading/Writing Workshop
- Close Reading Companion (online)
- Your Turn Practice Book
- High Frequency Word Cards
- Photo Cards
- Visual Vocabulary Cards
- Retelling Cards
- Sound Spelling Cards
- Leveled Workstation Activity Cards
- Leveled Readers
- Interactive Read Aloud Cards

## Ancillary Resources

- SmartTV or SmartBoard
- Student laptops
- Decodable readers
- Leveled readers
- Literacy centers

## Technology Infusion

- edconnect.mcgraw-hill.com
- ebooks
- interactive vocabulary




## Alignment to 21st Century Skills & Technology

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| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP3.1 | Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice |

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| | healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| PFL.9.1.4.C.1 | Explain why people borrow money and the relationship between credit and debt. |
| PFL.9.1.4.C.5 | Determine personal responsibility related to borrowing and lending. |
| CAEP.9.2.4.A.4 | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |
| 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.3 | Use a graphic organizer to organize information about problem or issue. |
| TECH.8.1.5.A.5 | Create and use a database to answer basic questions. |
| TECH.8.1.5.A.6 | Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data. |
| TECH.8.1.5.A.CS1 | Understand and use technology systems |
| TECH.8.1.5.A.CS2 | Select and use applications effectively and productively. |

## 21st Century Skills/Interdisciplinary Themes

- 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

## 21st Century Skills

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

## 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.

- During **Readers Workshop,** teachers will incorporate differentiation through guided reading, the use of leveled readers and stratedy groups. Students also have the choice of selecting their own books to read independently. This can be a controlled choice of books so that they are reading on their independent reading level.

- Through **Writers Workshop**, teachers will conference with students in order to individualize instruction. This can be done through one-on-one conferencing or with small conference groups. During this time, students can choose their own writing topic within the unit's genre.

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions

- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw

- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

- Throughout Readers Workshop, teachers will meet with students within this guided reading group more frequently than others. (Recommended at least twice a week).
- Throughout Writers Workshop, teachers will conference with these students more frequently in order to provide additional support through the writing process.
- Wonders Interactive Games- Phoneme Blending and Phonics for Unit 5
- Wonders Retelling Activity Cards for Unit 5
- Wonders Movement Phonics Video for Unit 5
- Wonders Grammar Video for Unit 5
- Wonderworks Acivities for Unit 5

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating

- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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

## English Language Learning (ELL)

- Have students act out what is happening in a story.
- Use organizers to help students organize their thinking and ideas.
- Wonders Interactive Games- Phoneme Blending and Phonics for Unit 5
- Wonders Retelling Activity Cards for Unit 5
- Wonders Movement Phonics Video for Unit 5
- Wonders Grammar Video for Unit 5
- Lanuage Transfer Handbook for Unit 5

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

## At Risk

- Wonders Interactive Games- Phoneme Blending and Phonics for Unit 5
- Approaching Level Leveled Readers
- Wonders Retelling Activity Cards for Unit 5
- Wonders Movement Phonics Video for Unit 5

- Wonders Grammar Video for Unit 5

- 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 workpresented 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

## Talented and Gifted Learning (T&G)

Challenge students to write a fairy tale that includes a lesson about wealth. Have students include details about how each character feels. Have students share their folktales with the rest of the class.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: