Unit 1: Growing and Learning

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Belleville Public Schools

Curriculum Guide

Third Grade ELA/Writing

Unit 1: Growing and Learning

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.

Enduring Understandings

Students will understand that...

- stories will teach students lessons, learn new skills, illustrate great writing, and inspire them to learn about other people.
- traditions are passed down from generation to generation, and help to teach important family customs intertwined with culture.
- people from different cultures contribute to a community by adding interesting customs and beliefs for others to share.
- every new invention begins with a problem and a new idea.
- 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

- What can stories teach you?
- What can traditions teach you about cultures?
- How do people from different cultures contribute to a community?
- How can problem solving lead to new ideas?
- How can learning help us grow?

Exit Skills

By the end of Unit 1: Growing and Learning, 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.

New Jersey Student Learning Standards (NJSLS)

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.3.7	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.3.9	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.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.RF.3	Reading Foundation Skills
LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
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.3.5	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.
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.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.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).

Interdisciplinary Connections

- History/Social Sciences (National Identity): "Landmarks"
- History/Social Sciences (Cultural Literacy): "Traditions"
- History/Social Sciences (Cultural Literacy): "Communities"
- Science (Engineering, Technology, and Applications of Science): "Inventions"

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 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	Civics, Government, and Human Rights
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 1: Growing and Learning, students will be able to...

- 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.

- write a grade appropriate friendly letter.
- revise, edit and publish a friendly letter.
- write a grade appropriate personal narrative.
- revise, edit and publish a personal narrative.

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- With a group, research two fables with similar lessons. The fables can be from different cultures.
- Research Roadmap Project 2- In a group, you will prepare a travel brochure or poster convincing others to travel and to participate in a cultural tradition.
- Research Roadmap Project 3- With a team, you will create a timeline showing how your community, city, or state has changed over time.
- Research Roadmap Project 4- In a group, research a problem in your school, or community. Then write a formal letter to a person in a position of authority with suggestions about how to solve the problem.

Assessment Evidence - Checking for Understanding (CFU)

- Wonders Assessments (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- Friendly Letter & Personal Narrative Writing (Summative)
- Common Benchmark #1 (Summative)
- DRA2 Results (Benchmark)
- Anecdotal Records (Formative)
- Exit Ticket: What are some traditions that you have in your family? How do they tell you about your family's history and culture? (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

- www.edconnnect.mcgraw-hill.com
- Multimedia Library
- Listening Library
- Computer Based Assessments
- Interactive Read Alouds
- Weekly and Unit Video Clip Opener



Alignment to 21st Century Skills & Technology

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	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.

TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.5.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

21st Century Skills/Interdisciplinary Themes

- Critical thinking and Problem Solving
- Information Literacy

21st Century Skills

- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness

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 1
- Wonders Retelling Activity Cards for Unit 1
- Wonders Movement Phonics Video for Unit 1
- Wonders Grammar Video for Unit 1
- Wonderworks Activities for Unit 1

- 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 1
- Wonders Retelling Activity Cards for Unit 1
- Wonders Movement Phonics Video for Unit 1
- Wonders Grammar Video for Unit 1
- Language Transfer Handbook Activities for Unit 1

- 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 1
- Approaching Level Leveled Readers
- Wonders Retelling Activity Cards for Unit 1
- Wonders Movement Phonics Video for Unit 1
- Wonders Grammar Video for Unit 1

- 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 think about the lesson they have learned from *Robot Race* and how they can apply it to their lives. Students should think about ways the lesson can inspire them. Then have them discuss lessons they have learned from other stories they have read.

- 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.

****Full version of lesson can be found in the curriculum guide****

Unit Name: (Taken from Unit 3) One of a Kind

NJSLS: See below

Interdisciplinary Connection: Social Studies

Statement of Objective: Students will identify and explain the problem and solution of a story.

Anticipatory Set/Do Now: "Boys and girls, it's time to THINK NOW! As you join me on the carpet, think about yesterday's skill, _____, and how you applied it to your independent reading book."

Learning Activity:

- Teacher will give a connection to what was taught prior, and give students a brief description of today's strategy and why it's important.
- Teacher will then model the strategy. The teacher will display page 194 in the Literature Anthology of the story *Martina the Beautiful Cockroach.*
- As you read, stop at page 201. Begin to think aloud: "Hmmm...What are some of the steps that led to a solution? We know Martina first meets Dan Gallo, the rooster, who presents himself as a suitor. He is very fancy and has splendid shoes. He likes to look at his reflection. He cared more about himself and how he looked rather than Martina. These are some of the steps that will lead the character to the solution."
- Teacher will model the strategy again using pages 183 in your Readers Writers Workshop book and begin reading *Inchworm's Tale*. Teacher will stop once Anant and Anika are stuck at the top. Teacher will ask the students if they can find the steps that will lead to solving the problem on page 184 by turning and talking to a partner. As the students are talking, listen in on some of their conversations by walking around. After two minutes, select 1-2 students to share their responses.

- The teacher will then link the minilesson to the independent reading. The teacher again will identify today's strategy and tell the students: “When you go off to read today, you’re going to reread parts of a story that you do not understand. This will help you become better readers. Now that you know this is something that good readers do, you can use this skill whenever you read.”

Student Assessment/CFU's: Think-Pair, Share, Turn and Talk, Thumbs Up/Thumbs Down

Materials: Wonders Anthology, post its, pencils, paper

21st Century Themes and Skills: Communication

Differentiation/Modifications: Visual display of the Wonders Anthology and Readers Writers Workshop Text, student choice of books during independent reading.