

# Unit 2: Building a Reading Life (Weeks 8-12)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **9 Weeks**  
Status: **Published**

## **Unit 2 Building a Reading Life**

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### **Unit Rationale**

- Readers purposefully work to make a reading life.
- Readers use strategies to monitor their own comprehension.
- Readers respond to more challenging texts with resilience and fortitude.

### **Essential Questions**

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How do readers create a relationship with reading?

How do readers build an essential understanding of texts?

How do readers respond to more challenging texts?

### **Pre-Assessments**

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Prior to beginning and ending this unit, administer pre and post assessments from Reading Pathways, Grades 3-5: Performance Assessments and Learning Progressions.

Begin by administering the Grade 3, Fiction Unit 1 Performance Assessment. Read the text to the students (this one time only) Instruction and materials can be downloaded from the Online Digital Resource.

Students: Answer 4 questions based on the text, Abby Takes Her Shot

Resources: Online Digital Resources, Reading Pathways, Calkins, chapter 7

### **Instructional Plan**

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<https://docs.google.com/document/d/1JAJBPKSaVca6moxreX2c4YMCgOUb-75rnwqttERTdp8/edit?usp=sharing>

Please see the attached document for suggested Minilessons, Instructional Strategies and Activities, Formative

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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## Gifted & Talented Strategies

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and

there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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See Crosswalk

## **New Jersey Student Learning Standards: Content Area**

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| ELA.L.RF.3.3   | Know and apply grade-level phonics and word analysis skills in decoding and encoding words.   |
| ELA.L.RF.3.4   | Read with sufficient accuracy and fluency to support comprehension.   |
| ELA.RL.CR.3.1  | Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.  |
| ELA.RL.IT.3.3  | Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.   |
| ELA.RL.TS.3.4  | Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| ELA.RL.PP.3.5  | Distinguish their own point of view from that of the narrator or those of the characters.   |
| ELA.W.AW.3.1   | Write opinion texts to present an idea with reasons and information.  |
| ELA.W.AW.3.1.A | Introduce an opinion clearly.   |
| ELA.W.AW.3.1.B | Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.   |
| ELA.W.AW.3.1.C | Link ideas within sections of information using transition words and phrases (e.g., then,   |

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|                | because, also, therefore, since, for example) to connect opinion and reasons.  |
| ELA.W.AW.3.1.D | Provide a conclusion related to the opinion presented.   |
| ELA.W.WP.3.4   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| ELA.SL.PE.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. |
| ELA.SL.II.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.  |
| ELA.SL.ES.3.3  | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  |
| ELA.SL.PI.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.  |
| ELA.SL.UM.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.  |
| ELA.SL.AS.3.6  | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  |

## **Integration of Career Readiness, Life Literacies and Key Skills**

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Students use technology and digital media strategically and capably.

Students value evidence.

Students respond to the varying demands of audience, task, purpose, and discipline.

Students demonstrate independence.

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| WRK.K-12.P.1    | Act as a responsible and contributing community members and employee.   |
| WRK.K-12.P.4    | Demonstrate creativity and innovation.  |
| WRK.K-12.P.5    | Utilize critical thinking to make sense of problems and persevere in solving them.  |
| WRK.K-12.P.9    | Work productively in teams while using cultural/global competence.  |
| TECH.9.4.2.CI   | Creativity and Innovation   |
| TECH.9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).  |
| TECH.9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).   |
| TECH.9.4.2.CT.2 | Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).<br><br>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. |

## **Integration of Computer Science and Design Thinking**

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| CS.3-5.8.1.5.AP.4 | Break down problems into smaller, manageable sub-problems to facilitate program development.  |
| CS.K-12.2.a       | Cultivate working relationships with individuals possessing diverse perspectives, skills, and |

personalities.

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math**

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| SOC.K-12.1 | <p>Developing Questions and Planning Inquiry</p> <p>Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.</p>  |
| SOC.K-12.2 | <p>Gathering and Evaluating Sources</p> <p>Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.</p> |
| SOC.K-12.4 | <p>Developing Claims and Using Evidence</p> <p>Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.</p>   |
| SOC.K-12.5 | <p>Presenting Arguments and Explanations</p> <p>Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.</p>                                      |

## **21st Century Life and Career**

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### **Skills: Collaboration**

Encouraged  
Taught  
Assessed

### **Skills: Communication**

Encouraged  
Taught  
Assessed

### **Skills: Creativity and Innovation**

Encouraged  
Taught  
Assessed

## Skills: Critical Thinking and Problem Solving

Encouraged

Taught

Assessed

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| CRP.K-12.CRP1    | Act as a responsible and contributing citizen and employee.  |
| 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.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.CRP4    | Communicate clearly and effectively and with reason.   |
| 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    | Consider the environmental, social and economic impacts of decisions.  |
| 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    | Demonstrate creativity and innovation.   |
| 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.CRP12   | Work productively in teams while using cultural global competence.   |
| CRP.K-12.CRP12.1 | Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.   |
| 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.  |

## SEL Competencies

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| SEL.PK-12.1   | Self-Awareness   |
| SEL.PK-12.1.1 | Recognize one's feelings and thoughts  |
| SEL.PK-12.1.2 | Recognize the impact of one's feelings and thoughts on one's own behavior                                    |
| SEL.PK-12.1.3 | Recognize one's personal traits, strengths, and limitations  |
| SEL.PK-12.1.4 | Recognize the importance of self-confidence in handling daily tasks and challenges                           |
| SEL.PK-12.2   | Self-Management  |
| SEL.PK-12.2.2 | Recognize the skills needed to establish and achieve personal and educational goals                          |
| SEL.PK-12.2.3 | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |
| SEL.PK-12.3   | Social Awareness   |
| SEL.PK-12.3.3 | Demonstrate an understanding of the need for mutual respect when viewpoints differ                           |
| SEL.PK-12.4   | Responsible Decision-Making  |
| SEL.PK-12.4.1 | Develop, implement and model effective problem-solving, and critical thinking skills                         |
| SEL.PK-12.5   | Relationship Skills  |
| SEL.PK-12.5.2 | Utilize positive communication and social skills to interact effectively with others                         |