# **Reading Grade 3 Trimester 1**

Content Area: **ELA** 

Course(s): **ELA Grade 1** 

Time Period: MP1 Length: 45

Status: **Published** 

#### **NJSLS ELA**

ELA.L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
ELA.L.VL.3.2.A	Use sentence-level context as a clue to the meaning of a word or phrase.
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.RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational 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.RI.IT.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.
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.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.

#### **Rationale and Transfer Goals**

Understanding and utilizing language conventions is fundamental to effective communication. By acquiring and accurately using grade-appropriate vocabulary, students can express themselves clearly and comprehend more complex texts. This skill is essential for academic success and daily interactions, as it enhances students' ability to convey ideas, ask questions, and engage in discussions meaningfully.

Developing strategies to determine or clarify the meanings of unfamiliar words is crucial for reading comprehension. Using context clues within sentences allows students to infer meanings without needing to constantly reference external resources, fostering independence in reading. This skill also enables students to navigate texts with multiple-meaning words, improving their ability to understand and interpret various types of content.

Engaging with texts by asking and answering questions encourages deeper comprehension and critical thinking. Referring explicitly to textual evidence helps students substantiate their understanding and interpretations, promoting a thorough analysis of literary works. This practice also teaches students to support

their ideas with concrete examples, a skill that is valuable across all areas of learning.

Comprehending informational texts requires students to engage actively by asking and answering questions. Making connections and referencing textual evidence ensures that students understand the content accurately and thoroughly. This approach promotes critical thinking and helps students build a strong foundation for understanding and analyzing informational texts.

Understanding character development is essential for comprehending the overall narrative of a text. By analyzing a character's traits, motivations, and feelings, students can better understand the reasons behind their actions and how these actions drive the plot. This analytical skill enhances students' ability to connect with and interpret stories on a deeper level.

Recognizing and describing the relationships between events, ideas, or steps is fundamental for understanding informational texts. Using language related to time, sequence, and cause/effect helps students articulate how these elements interact and influence each other. This skill is crucial for comprehending complex concepts and processes in various subjects, such as history and science.

Collaborative discussions enhance learning by allowing students to share and build on each other's ideas. Drawing on prior knowledge and previously read texts enriches these discussions, providing a deeper understanding of the topic. Effective participation in discussions develops critical communication and social skills, preparing students for future academic and real-world interactions.

# **Enduring Understandings**

- Effective communication involves understanding and using language conventions in writing, speaking, reading, and listening.
- Acquiring and accurately using conversational, academic, and domain-specific vocabulary enhances comprehension and expression.
- Knowing strategies to determine or clarify the meaning of unknown and multiple-meaning words improves reading comprehension.
- Context clues within a sentence can help determine the meaning of unfamiliar words or phrases.
- Asking and answering questions about a text demonstrates comprehension and critical thinking.
- Referencing textual evidence supports understanding and interpretation of literary texts.
- Understanding a character's traits, motivations, and feelings helps explain their actions and how these actions drive the plot.
- Asking and answering questions about informational texts aids in understanding and making connections to the content.

- Using textual evidence is essential for demonstrating comprehension of informational texts.
- Describing the relationship between events, ideas, or steps in a process helps explain how these elements interact and influence each other.
- Language related to time, sequence, and cause/effect is crucial for understanding informational texts.
- Engaging in collaborative discussions with diverse partners on various topics enhances understanding and communication skills.
- Drawing on prior knowledge and previously read texts enriches the discussion and exploration of new ideas.

### **Essential Questions**

- How can I effectively use language conventions in different forms of communication?
- Why is it important to use accurate and appropriate vocabulary in my conversations and writing?
- What strategies can I use to determine the meaning of unknown words while reading?
- How can context clues help me understand the meaning of a word or phrase?
- How can asking and answering questions improve my understanding of a story?
- Why is it important to use evidence from the text to support my answers and interpretations?
- How do a character's traits, motivations, and feelings affect the story's plot?
- What can I learn about a character by examining their actions and decisions?
- How do asking and answering questions help me understand informational texts?
- Why is it important to refer to specific evidence in the text to support my understanding?
- How are historical events, scientific ideas, or steps in a process connected in an informational text?
- What language helps me understand the sequence and cause/effect relationships in informational texts?
- How can I effectively participate in discussions with my classmates and teacher?
- Why is it important to build on others' ideas and use my own experiences and knowledge during discussions?

#### **Assessments**

#### **Content, Learning Targets, and Activities**

 $\underline{https://docs.google.com/spreadsheets/d/1tShwSrbuaDVvBaq8MU8Xx1ss5cNih8o426CAUXavKRw/edit?usp} = drive \ link$ 

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	1-2	Lau nchi ng	oom	1. Classr oom routine s and expect ations	RML: MGT. U1 MGT. U2 MGT. U3		1. Asses sment s need ed to get baseli ne data	on th		(can	mι	an e ult le an rd	e Ce er A	nt ent ed cti ity	οι	es urc es	R oı	es irc es	(be	nt st to lo fore vity)
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Sept emb er	3-4	RL.C R.3.1 RI.C R.3.1 L.RF. 3.4: A-C	questi on. I can read a	s can work with partners to restate	o - Questi on (Stude nts will proba bly need to do this shared writing style this week) E- book availa	charts Restatin g Practice Questio ns	Exit Ticket s													

		answer ed 4. Matchin g prompts to restatin g 5. Student s come up with a questio n to the restated answer. 6. Practice reading texts with fluency	aining Fluenc y) Writin g Mini Lesso n Book - Sec 2 Gen.U 3.WM L2									
E.3.1 : A L.KL.	grade words to discus s a topic.	1. Student s practice only finding evidenc e by highligh ting answer s in a text 2. Read an article about Hispani c Heritag e Month and practice modelin g how to find the answer in the text and then restate the questio n and answer. 3.	Lemon Moon Questions (pages for eviden ce in docum ents)  Tomas and the Library Lady Questions (pages for eviden ce in docum ents)  RML: SAS.U 3 (Maint aining	(article & question s) 2. Newsel a Hispani c Article Collecti on - toggle to grade 2 or 3 and look for discussi on question s attache d to use for standar d. 3. Ms. Callow's	<u>Ticket</u>							

				Student s answer text based questio ns about read aloud using the pages provide d to cite evidenc e.	Writin g Mini Lesso n Book - Sec 2 Gen.U 3.WM L3	pg 29- 88 5. Evidenc e Resourc e								
October	1-2	RL.C R.3.1 RI.C R.3.1 : A L.KL. 3.1 A L.RF. 3.4: A-C	ard grade words to discus s a topic. I can use domai n specifi c words to discus s a topic. (NF) I can	2. Story Works NonFicti on Story Close Readin g Questio ns 3. Vocabul ary Guide in Storywo rks activitie	Danci ng in The Wings - Questi on Copy of the text in passa ge form	1. Storywo rks Fiction Story - Close Reading Ques. and lesson provide d 2. Storywo rks Non Fiction Story - Close Reading Ques. and lesson provide d 3. Freckle Assign ments/S kill Set - ELA Standar d RL/RI3. 1 4. Freckle Videos - ELA Standar d RL/RI3. 1 3.1	ering Quest ions Using Evide nce as a basis for their answ							

	questio ns about read aloud using the text to provide text evidenc e	A								
RL.C R.3.1 RI.C R.3.1 SL.P E.3.1 : A L.RF. 3.4: A-C	I can restat e the questi on. I can further ce to suppo rt my answe reviden ce student suppo rts my answer r. I can further explai n why my answer eviden ce student suppo rts my answer r. I can to section further ce student suppo rts my answer r. I can ton of the contex to e orally. Self while readin g a third grade text.  I can to des it show?  I can to of the evidenc e orally. Why is correc t as evidenc e importa the evidenc e importa of the evidenc e contex to e orally.  What ga does it show?  I can to revidenc e importa of the evidenc e importante of the evidenc e im	e's Master piece - Questi on Displa y/Cop y last page for studen ts to find eviden ce RML: SAS.U 1 (monit oring, search ing, and self correct ing) Writin g Mini Lesso n	1. Nearpo d Lesson 2. Practice RACE passage s that assess basic compre hension rather than a specific skill	Full Racer Asses sment						

3-4	RL.C R.3.1 RI.C R.3.1 SL.P E.3.1 : A L.RF. 3.2: A Safe School s Integra tion	use contex t clues to help figure out the meani ng of a word. I can use third grade words to discus s a topic.	es in chart under resourc es) 3. Student s figure out words in context in a passag e that goes along with week of kindnes s - safe schools	ance of Kindn ess Text Set (Week of Kindn ess Conne ction)  Stellal una - Words in Conte xt	Chart 3. Nearpo d Lesson on Context Clues 4. Neapod Lesson #2 on Context Clues 5. Freckle Assign ments/S kill Set - ELA Standar d L.3.4A 6. Addition al Practice Folder	Exit Ticket Selec t a task in the practi ce folder to use as an asses sment							
	RL.IT .3.3 L.RF. 3.4: A-C SL.P E.3.1 : A	I can use charac ter traits to descri be a charac ter. I can read and under stand a third grade	exampl es of descript ions of charact ers and student	Martin a the Beauti ful Cockr oach Chara cter Trait Organi zer Book availa ble on Epic RML:	Slide Activity 2. Nearpo d Lesson	1. Exit Ticket							

			text. I can use third grade words to discus s a topic.	self-portrait and list 2-4 charact er traits about themsel ves and give evidenc e to support their traits. 3. Nearpo d Lesson s/Activiti es	LA.U2 4	er Trait Graphic Organiz ers Pg 8-24 5. Addition al Practice Folder								
Nov emb er	1-2	RL.IT .3.3 L.RF. 3.4: A-C SL.P E.3.1 : A	I can identify the plot of a story. I can explain how the characters' actions move the story forward (affect the plot). I can read and under stand a third grade text.  I can use third grade words to discuss a topic.	1. Student s review what a plot is and discuss the plot of a story with peers 2. Discuss ion and written answer s about how the charact er changin gs and/or their actions or traits affects the story	Day in Grape s - PDF Questi on Gettin' Throu gh Thurs day - PDF	1. Freckle ELA Standar d Search - Skills activitie s and learning videos (RL.3.3) 2. The Popsicle Stick Bridge - Storywo rks (activitie s review plot and charact er feelings/ change)	1. First Day in Grap es Quest ion							

RL.IT .3.3 L.RF. 3.4: A-C SL.P E.3.1 : A	I can descri be the charac ters' feeling s and how they chang e throug h the book. I can read and under stand a third grade text. I can use third grade words to discus s a topic.	1. Storywo rks Lesson Student Activitie s (Enemy Pie) 2. Pg 19 in this docume nt can be used for Cat Belly and Those Darn Squirrel s to write about how the charact ers change d.	Enem y Pie (story work lesson will help accom pany this book) Cat Belly Those Darn Squirr els  RML: LA.U2 5	2. Commo n Lit - Lesson and activitie s on analyzin g charact er change. PDFs are included but if you would like lesson videos, you need to make a free account. They are linked under "Target Lessons " Athena and the Dandilio ns - Student / Teacher The	ion Stude nts can a graph ic organ izer (p 19) to explai n how the chara cter chang ed and what cause d it. Or if stude nts are able to read this passa ge they can complete text dependent questi ons and final questi on about					
				ns - Student / Teacher	and final questi on					

3-4	SL.P E.3.1	domai n specifi c words to talk about a topic. I can use contex t clues	Commo n Lit Target Lesson s 2. Shared Readin g Respon se - can use pg 64	Animal Journe ys Text Set From Flower to Honey From Beans to Choco late From Buds to Banan a  RML LA.U1 3 and LA.U1 1.RML 4	1. Commo n Lit Target Lesson: Emoji Evolutio n Student s/ Teacher 2. Commo n Lit Target Lesson: Bug Busines s Student s/ Teacher	Exit Ticket						
		I can use contex		4								

RI.C R.3.1 L.KL. 3.1 A SL.P E.3.1 : A L.VL. 3.2: A L.RF. 3.4: A-C Native Americ an Integra tion	I can identify the proble m and solution in a non-fiction text. I can identify the cause and effect in a non-fiction text. I can read and under stand a third grade text. I can use domain specific words to talk about a topic. I can use contex t clues to help figure out words I don't know.	works	y Island (Probl em and Solutio n)	1. Common Lit Target Lesson for Problem & Solution: Space Food Student / Teacher 2. StoryW orks Lesson From Archive (If new edition provides one that is also an option) to practice Problem & Solution: The Man Who Saved Millions (Other options are available e under Non Fiction: Skill Problem and Solution) 3. StoryW orks Lesson From Archive (If new edition provides one that is also an option) or the story of the story o	Exit Ticket Indep ende nt Assig nmen t from the week Quick Quiz											
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to practice Cause & Effect. The End of Chicago (Other options are availabl e under Non
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**Spiraling for Mastery** 

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Using evidence to support an answer in both fiction and non-fiction texts	in 2nd grade students answer questions about a text	RACER writing prompts

Using character traits to describe a character	in 2nd grade students identify characters in a story and describe their external and internal traits	Assigning character traits to characters
Analyzing character feelings and change throughout a story	in 2nd grade students orally discuss how a character changes from the beginning to the end of the story	Graphic organizers to display how characters change and how in impacts the story's plot
Students will answer open ended questions using the RACER strategy	students have previously learned the conventions of writing sentences and it will be applied when answered text dependent questions.	Open-ended text dependent questions
Determining the connection between ideas in a non-fiction text	using non-fiction text features	analyzing the text and structure of the information presented

### Career Awareness, Exploration, Preparation, and Training

CRP.K-12.CRP4 Communicate clearly and effectively and with reason.

CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.

## **Life Literacies & Key Skills**

TECH.9.4.5.Cl.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Collaboration with individuals with diverse perspectives can result in new ways of thinking

and/or innovative solutions.

### **Interdisciplinary Connections**

Individuals have the right to be safe and not to be bullied or discriminated against.

The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.

Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

SOC.6.1.5.HistoryCC.9 Evaluate the impact of ideas, inventions, and other contributions of prominent figures

who lived New Jersey.

In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.

Cause and effect relationships are routinely identified, tested, and used to explain change.