Z Amis.Jan. Unit 3: : Nonfic. People and their Environment

Content Area: **English**
Course(s):
Time Period: **January**
Length: **6-8 Weeks**
Status: **Obsolete**

Unit Overview

Students will:

Explore both expository and narrative non-fiction texts

 Identify main ideas and details

 Read deeply about one topic/subject to become an expert

Enduring Understandings

Readers understand key ideas and details.

 Readers not only read on to seek answers, but think over everything they have read so far and synthesize it with everything they already know.

 Readers learn concrete ways to notice where in the context of the word the definition is likely to appear and actively adopt the technical lingo of whatever subject about which they're reading.

Readers use the following skills while reading a nonfiction text set: synthesizing to determine the main idea, questioning and reacting, and figuring out challenging vocabulary.

Essential Questions

How can I read expository nonfiction texts in such a way that I can determine what is most important and consolidate information and ideas?

 How can I organize a rich nonfiction reading life for myself so that I read nonfiction often, and live towards goals that I set for myself as a nonfiction reader?

Can I use nonfiction reading strategies to 'get' what expository texts are saying – to grasp the central ideas and supporting details?

Can I use a boxes-and-bullets, expository text structure to help me organize my understanding of the texts I

read?

Even though my mind will often be full of all that I have learned while reading, can I leave space in my mind, and time in my reading to grow ideas about the content?

Can I push my thinking so that I elaborate on those ideas?

Instructional Strategies & Learning Activities

Shared reading:

RL 3.1, 3.3, 3.5, 3.6 3.7

RI 3.1-3.3, 3.5, 3.7-3.9

SL 3.1-3.6

Unit 3 Theme: People & Their Environment Around the World

Focus skills:

*Develop questions to ask and answer about a given fiction and non fiction text

*Cite text to answer questions

*Identify character traits, feelings and motivations

*Determine how a character's action effects the events in the story

*Refer to parts of the story when answering a question

*Distinguish a separate point of view from that of the narrator/characters

*Use illustrations to learn more about a

text

* Identify and explore the characteristics of nonfiction text

*Determine the main idea and supporting details

*Determine the sequence of events and those event's causes/effects

* Use nonfiction text features to locate information

*Compare and Contrast important point in two texts on the same topic.

*Come to a discussion prepared, ready to follow rules, able to ask and answer questions and explain own ideas.

*Report on a topic, demonstrating fluid reading

*Speak in complete sentences and appropriate English when reporting

Literature Text Suggestions:

Assorted Country Books

Assorted Holiday Culture Books

Assorted Monarch Books

Extended Text:

If you were at the First Thanksgiving

Orphan of Ellis Island

Cross Curri

cular Topics:

Migration

Math Calculations

Estimating Time Zone Travel

Map Skills

Government

Immigration

Citizenship

Current Events

Guided Reading:

RL 3.1, 3.3, 3.5, 3.6 3.7

RI 3.1-3.3, 3.5, 3.7-3.9

SL 3.1-3.3

RF: 3.4

Students will be flexibly grouped in small guided reading groups according to level and/or by needed skill.

Done on a daily basis:

-Meet with 2-3 groups

- Independent Reading

- Teaching Strategies (See standards)

Teacher will assess students using Standards Based Checklist, On Demand Data and Independent Reading Level

Word Study:

L 3.4 a, d

Unit 3: Vocabulary Acquisition and Use

Focus Skills:

☐ Determine meaning of unknown words based on grade 3 reading and content

☐ Use sentence-level context as a clue to the meaning of a word or phrase.

Focus Language skills:

*Use abstract nouns

*Ensure subject-verb and pronoun antecedent agreement

*Form and use comparative and superlative adjectives

*Use comma in addresses

*Consult reference materials, including dictionaries, as needed and check spelling and a meaning of words

*Use knowledge of language when writing and speaking

*Acquire and accurately use grade-appropriate words and phrases

Integration of Career Readiness, Life Literacies and Key Skills

Students will be exposed to different career choices through the nonfiction text selections.

WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
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.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.9.4.5.CI.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).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Technology and Design Integration

Students will interact with the SmartBoards, Chromebooks, and Document Camera.

CS.CS	Computing Systems
CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.
	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.

Interdisciplinary Connections

Science

Social Studies

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

  o Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  o Process – how the student will acquire the content information.
  o Product – how the student will demonstrate understanding of the content.
  o Learning Environment – the environment where learning is taking place including physical location and/or student grouping

  Differentiation occurring in this unit:

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

Modifications & Accommodations
Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a

standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

DRA

Aimsweb

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher conference

Discussion

Homework

Teacher made assignments

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Performance Assessments

Writing Rubrics

Reading & Writing Checklists

Word Study Quizzes

Instructional Materials

Bookroom

Hyperlinks

Internet

Media Center

http://commoncore.org/maps/index.php/

http://www.corestandards.org/

Online Links	
Reading	Grammar
http://www.readworks.org/passages/whys-weather-rainbows http://blogs.scholastic.com/files/pdf-slideshow-1.pdf http://www.glencoe.com/sites/common_assets/socialstudies/immigration/pdf/	**Abstract Nouns:** **http://www.ezschool.com/Games/NounSort2.html** **http://www.softschools.com/quizzes/language_arts/abstract_nouns/quiz1963.html** **http://www.quia.com/servlets/quia.activities.common.ActivityPlayer?AP_rand=2039405678&AP_activityType=6&AP_urlId=7436&AP_continuePlay=true&id=7436**

Grade_3_RC_37.pdf http://www.glencoe.com/sites/common _assets/socialstudies/immigration/pdf/ Grade_3_WAI_38.pdf	http://www.quia.com/quiz/799988.html **Subject-verb and pronoun antecedent agreement** **http://grammar.ccc.commnet.edu/grammar/quizzes/agreement_ quiz.htm** **Comparative and superlative adjectives** **http://www.sheppardsoftware.com/grammar/adjectives.htm** **http://www.childrensuniversity.manchester.ac.uk/interactives/la nguages/words/adjectives/** **http://www.ezschool.com/Games/Adjectives.html** **http://www.superteachertools.com/jeopardy/usergames/Feb2011 08/game1298346940.php** **http://pbskids.org/lions/games/trampolini.html**

Standards

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.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
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.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.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.