Yearlong - Gr 3. Book Club Reading Curriculum

Content Area: **English**
Course(s):
Time Period: **October**
Length: **Yearlong**
Status: **Published**

Unit Overview

In our book clubs, students will:

- discuss, define, and explore unfamiliar words.
- predict text events using previous knowledge and details in the text.
- use evidence in text to verify predictions.
- ask relevant and focused questions to clarify understanding.
- respond to questions and discussion with relevant and focused comments.
- paraphrase and summarize information from the text.
- identify and analyze literary elements in text.
- visualize text and make connections to self and the larger world.

Enduring Understandings

We improve our reading skills by working in book clubs with teacher guidance.

Essential Questions

How can I improve my reading skills in a book club format?

Instructional Strategies & Learning Activities

- Introduce book clubs as a way to explore literature and become stronger readers
- Discuss expectations when in book club and during class reading time
- Explain reading response activities
- Create groups and provide the club with an appropriate book for their reading level
- Each week, the book clubs will meet with the teacher to read, discuss the text and complete related work to increase understanding and reading skills
- Each member will complete reading response activities as assigned during the week

Integration of Career Readiness, Life Literacies and Key Skills

	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
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.
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).
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
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).
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

Technology and Design Integration

-Smartboard Technology

-Google Applications (Docs, Presentation)

8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.
8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Interdisciplinary Connections

Books cover a variety of topics, some related to other disciplines such as science and 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**:

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

Differentiation occurring in this unit:

Literature is leveled to students reading ability.

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

Grouping

504 and IEP accommodations will be utilized.

In class support

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 benchmark reading assessment

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Student reflections on reading

Comprehension questions

Assigned reading response activiites

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:

- Reading Response activities
- Group discussion
- Group projects

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:

- Reading Response activities
- Group discussion
- Group projects

Instructional Materials

Classroom novels as assigned to circles from the third grade teachers' classroom libraries.

Standards

L.RF	Foundational Skills: Reading Language
L.RF.3.3.C	Decode multisyllable words.
L.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.3.4.A	Read grade-level text with purpose and understanding.
L.RF.3.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RL.4.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
L.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.RL.4.10	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.
L.KL.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
L.KL.3.1.B	Choose words and phrases for effect.
L.KL.3.1.C	Recognize and observe differences between the conventions of spoken and written English.
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.
RL.CI.3.2	Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
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.
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.

RL.PP.3.5	Distinguish their own point of view from that of the narrator or those of the characters.
RI.PP.3.5	Distinguish their own point of view from that of the author of a text.
RL.MF.3.6	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).
RI.AA.3.7	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.
RL.CT.3.8	Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
RI.CT.3.8	Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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.
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.
SL.PE.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).
SL.PE.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.PE.3.1.D	Explain their own ideas and understanding in light of the discussion.
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.
SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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.