

# 05 Research Clubs Bends 1 and 2

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **14 days**  
Status: **Published**

## UNIT ORIENTATION

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In the unit students will form writing clubs and focus their research on specific animals. Students will learn how to synthesize information across texts, compare and contrast as well as identify overarching concepts. Students will work collaboratively to apply their research to a real-world project such as creating better habitats for animals in zoos, or how climate change is affecting natural habitats.

## Enduring Understandings

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- Readers ask themselves what the text is mostly about. To figure out the main idea, they see if there is a pop-out sentence that captures it.
- Readers can say the main idea in more than just a word and are careful to name the main idea of most of the text.
- Readers can also choose important supporting details (or points) that go with the main idea.
- Readers summarize briefly, leaving out unimportant things.
- Readers read two texts (or parts of a text) that teach about the same subtopic, and can find the information on a subtopic from both texts (or parts of one text) and put that information together.
- Readers can identify when a text is structured as a compare-contrast. When asked to compare and contrast the information that two texts (or parts of a text) teach about a topic, reader can point out and discuss similarities and differences in the specific information each text presents.
- Readers can talk about how a part of a text they are reading fits with the content of the rest of the text. They can say, “This is more on the same topic or subtopic,” or “This just turned to a new topic or subtopic,” or “This shows what happens next.”
- Readers can talk about the order of events or steps, answering questions about what comes before or after and about what caused an effect.
- In texts that have text boxes, graphs, charts, and illustrations readers think about the ways these parts fit with the whole. When they write about these connections, rely on the way the content of the part goes with the whole content.

## Essential Questions

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- What is the text mostly about? What pop-out sentence from the text tells me this?
- What is the main idea? How else could I say this sentence?
- What details from the text support the main idea?
- What are the most important details in the text?
- What is similar/different between these two texts? How does the information go together?
- How does this part of the text fit with a previous part I just read?
- What comes before or after the events of this text?
- What caused the effect?
- How do the text features fit with the text as a whole? How do the text features help me better understand the topic?

## **CONTENT AREA STANDARDS**

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### Key Ideas and Details

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.

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.

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.

### Craft and Structure

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

### Integration of Knowledge and Ideas

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).

RL.3.8. (Not applicable to literature)

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).

## Range of Reading and Complexity of Text

RL.3.10. 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.

## Progress Indicators for Reading Informational Text

### Key Ideas and Details

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.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

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.

### Craft and Structure

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.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text.

### Integration of Knowledge and Ideas

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). 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.

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.

## Range of Reading and Complexity of Text

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or

above, with scaffolding as needed.

## Reading Foundational Skills

### Phonics and Word Recognition

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words.

### Fluency

RF.3.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
TECH.8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
TECH.8.1.5.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.5.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions

## **EVIDENCE OF LEARNING**

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### **Alternate Assessment**

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- Portfolios
- Verbal Assessment (instead of written)

- Multiple choice
- Modified Rubrics
- Performance Based Assessments

## **Summative Assessments**

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- Cold reads with comprehension questions
- End of Unit Tests
- Running Records
- NJSLA
- Open Ended Responses
- Written responses

## **Formative Assessments**

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- Checklists
- Conferences
- Class Discussions
- Exit Slips
- Interactive Notebooks
- Quizzes
- Reflections
- Review of classwork/homework

- Running Records
- Student Participation
- Teacher Observations
- Text Dependent Questions

## **Benchmark Assessments**

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- iXL
- Edulastic

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Teachers College Units of Study

Leveled books including texts of diverse subjects

Interactive notebooks

Mentor texts

Readers notebooks

Chromebooks

IXL

Readworks

EPIC

Mentor Text : Animal books;

Diversity: Life Cycle of Animals - different ways to make up families

Climate change: Thank you, Earth; Moth; Fatima's Great Outdoors; The Lorax; Willodeen; Go Green

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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### Special Education:

- Provide modified notes and access to extra copies online
- Provide oral reminders and check student work during independent work time
- Model skills/techniques to be mastered
- Check and sign assignment planner
- Preferential seating
- Pair visual prompts with verbal presentations
- Modified or scaffolded homework and classwork
- Extended time as needed
- Provide graphic organizers and study guides

### English Learners:

- Provide scaffolded assignments and assessments
- Pair visual prompts with visual presentations
- Check and sign assignment planner
- Extended time for assignment and assessment as needed
- Highlight key vocabulary
- Use graphic organizers
- Provide verbal and written directions
- Preferential seating with a English-speaking peer

### At Risk of Failure:

- Encourage class participation and reinforce skills
- Model skills and assignments
- Extended to time to complete class work
- Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

## **INTERDISCIPLINARY CONNECTIONS**

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Media Literacy: Access and use school-approved research sites; navigate internet and information search



