

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 3– Module 1: What a Character

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

In this module, students will listen to, read, and view a variety of texts and media that present them with information about bold, interesting characters. As students build their vocabulary and synthesize topic knowledge, they will learn that each protagonist is a unique individual, just as they are.

A genre focus on realistic fiction provides students with opportunities to identify point of view, literary elements, and theme in order to better understand unfamiliar texts. Students will also encounter fantasy to build knowledge across genres.

Essential Question: What makes a character interesting?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

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).

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).

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 1 Week 1: Marisol McDonald Doesn't Match	<p>RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>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).</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Build Knowledge and Language Discuss whether the character's physical traits, personality, and challenges help make him interesting. Recognize characteristics of realistic fiction. Identify the narrator. Distinguish between first- and third-person point of view. Language Identify and discuss narrator and point of view. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quiz: <ul style="list-style-type: none"> Marisol McDonald Doesn't Match Comprehension: Literary Elements, Point of View, Theme Vocabulary Strategy: Context Clues 	<p><u>Texts</u></p> <ul style="list-style-type: none"> myBook: Zach Jumps In! Teacher Read-Aloud: The Elephant Moon of Sir Herbert Spoon myBook: Marisol McDonald Doesn't Match <p><u>Materials</u></p> <ul style="list-style-type: none"> Whole-Class Presentation:HMH ClasscraftEssential Session HMH Anchor Charts HMH Reading Graphic Organizers Teaching Pal Book 1 <p><u>Activities:</u></p> <ul style="list-style-type: none"> Think-Pair-Share Read for Understanding Turn and Talk Collaborative Discussion Close Reading

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	flexibly from a range of strategies.		
Module 1 – Week 1	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Tabletop Mini Lessons: Reading ○ Reading Graphic Organizers ○ Read and Respond Journal ○ HMH Readers/Take & Teach Lessons <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Literacy Centers ○ Guided Reading Groups ○ English Learner Support ○ Reinforce skill with practice worksheets ○ Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Create a Preparedness Campaign. 		
<p>Module 1 Week 2:</p> <p>Judy Moody, Mood Martian, Stink and the Freaky Frog Freakout</p>	<p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Use context clues to determine word meaning. ● Describe an author's use of figurative language to achieve a purpose. ● Explain the meanings of similes, idioms, and onomatopoeia in a text. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quizzes: <ul style="list-style-type: none"> ○ Judy Moody, Mood Martian ○ Stink and the Freaky Frog Freakout ● Weekly Assessment <ul style="list-style-type: none"> ○ Comprehension: Monitor and Clarify, Figurative Language, Literary Elements ○ Vocabulary Strategy: Context Clues 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myBook: Judy Moody, Mood Martian ○ Teacher Read-Aloud: The Elephant Moon of Sir Herbert Spoon ○ myBook: Stink and the Freaky Frog Freakout <p><u>Materials</u></p> <ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH ClasscraftEssential Session ○ HMH Vocabulary Cards ○ HMH Anchor Charts ○ HMH Graphic Organizers ○ Teaching Pal: Book 1 ○ Meet the Author and Illustrator ○ Know it Show It Book 1 ○ <p><u>Activities:</u></p> <ul style="list-style-type: none"> ○ Vocabulary ○ Turn and Talk ○ Read for Understanding

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			<ul style="list-style-type: none"> ○ Collaborative Discussion ○ Close Reading ○ Response Writing
Module 1 – Week 1	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Tabletop Mini Lessons: Reading ○ Reading Graphic Organizers ○ Read and Respond Journal ○ HMH Readers/Take & Teach Lessons <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Literacy Centers ○ Guided Reading Groups ○ English Learner Support ○ Reinforce skill with practice worksheets ○ Research/Inquiry Project – Students work in groups, to guide them as they begin the module project: Create a Preparedness Campaign. 		
<p>Module 1 Week 3:</p> <p>Scaredy Squirrel</p>	<p>RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>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).</p> <p>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).</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about interesting characters using information and vocabulary learned from reading Scaredy Squirrel. ● Make inferences to practice understanding a text. ● Identify the narrator and distinguish between first- and third-person points of view to discuss the point of view of a text. ● Explain the purpose of the author's use of text and graphic features. ● Identify theme to understand the meaning of a text. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz: <ul style="list-style-type: none"> ○ Scaredy Squirrel ● Performance Task ● Module Assessment 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myBook: Scaredy Squirrel <p><u>Materials</u></p> <ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH ClasscraftEssential Session ○ HMH Anchor Charts ○ HMH Reading Graphic Organizers ○ Vocab Cards ○ Teaching Pal: Book 1 ○ Display and Engage Slides ○ Know it Show It Book 1 <p><u>Activities:</u></p> <ul style="list-style-type: none"> ○ Vocabulary ○ Turn and Talk ○ Read for Understanding ○ Collaborative Discussion ○ Close Reading ○ Response Writing

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	multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.		
Module 1 Week 3:	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Tabletop Mini Lessons: Reading ○ Reading Graphic Organizers ○ Read and Respond Journal ○ HMH Readers/Take & Teach Lessons <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Literacy Centers ○ Guided Reading Groups ○ English Learner Support ○ Reinforce skill with practice worksheets ○ Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Create a Preparedness Campaign. 		

Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements