

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 3– Module 2: Use Your Words

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 the importance of words and how they are used to express ideas and feelings. As students build vocabulary and synthesize topic knowledge, they will learn that words can take them on an adventure or teach them something new.

A genre focus on letters and poetry provides students with opportunities to identify elements of poetry and figurative language in order to better understand unfamiliar texts. Students will also encounter memoir and fantasy to build knowledge across genres.

Essential Question: How do people use words to express themselves?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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).

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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.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.

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.

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.

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

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.

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 2 Week 1: Dear Primo: A Letter to My Cousin	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.PP.3.5. Distinguish their own point of view from that of the	Obj. We are learning to: <ul style="list-style-type: none"> Build knowledge and language about using words as a form of self-expression and identify real-life connection between words and their use. Retell and paraphrase key events and details to summarize a text. Identify and use the text and graphic features of 	<u>Texts</u> <ul style="list-style-type: none"> myBook: A LOL Story myBook: Dear Primo: A Letter to My Cousin <u>Materials</u> <ul style="list-style-type: none"> Whole-Class Presentation: HMH Classcraft Essential Session HMH Anchor Charts HMH Reading Graphic Organizers Teaching Pal Book 1

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	<p>narrator or those of the characters.</p> <p>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.</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>a text and explain their purpose in the text.</p> <ul style="list-style-type: none"> Distinguish between first- and third-person point of view in a text and identify the narrators of a text. Compare and contrast the characters and settings in a text, and explain how the characters develop through the plot. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quiz: <ul style="list-style-type: none"> Dear Primo Weekly Assessment <ul style="list-style-type: none"> Comprehension: Point of View, Text and Graphic Features, Character Vocabulary Strategy: Synonyms/Antonyms 	<p>Activities:</p> <ul style="list-style-type: none"> Think-Pair-Share Read for Understanding Turn and Talk Collaborative Discussion Close Reading
<p>Module 2 Week 1:</p> <p>Dear Primo: A Letter to My Cousin</p>	<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 Book of Poetry. 		
<p>Module 2 Week 2:</p> <p>Adventures with Words/</p>	<p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify elements of poetry, including structure and rhyme scheme, and explain how they are 	<p><u>Texts</u></p> <ul style="list-style-type: none"> myBook: The Upside Down Boy <p><u>Materials</u></p>

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<p>The Upside Down Boy</p>	<p>phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>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.</p>	<p>used in different forms of poetry.</p> <ul style="list-style-type: none"> ● Build knowledge and language about using words in the form of figurative language. ● Ask and answer questions about the text and illustrations to gain information and deepen understanding. ● Identify and explain an author's use of figurative language to achieve a specific purpose. ● Identify and analyze text and graphic features in a narrative nonfiction text. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quizzes: <ul style="list-style-type: none"> ○ Adventures with Words ○ The Upside Down Boy ● Weekly Assessment <ul style="list-style-type: none"> ○ Comprehension: Elements of Poetry, Figurative Language, Text and Graphic Features ○ Vocabulary Strategy: Synonyms/Antonyms 	<ul style="list-style-type: none"> ○ Whole-Class Presentation: HMH Classcraft Essential Session ○ HMH Anchor Charts ○ HMH Reading Graphic Organizers ○ Teaching Pal Book 1 <p>Activities:</p> <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Read for Understanding ○ Turn and Talk ○ Collaborative Discussion ○ Close Reading
<p>Module 2 Week 2: Adventures with Words/</p>	<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 		

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<p>The Upside Down Boy</p>	<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 Book of Poetry. 		
<p>Module 2 Week 3:</p> <p>Dear Dragon</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.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.</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>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.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about using words to create mental images and to express yourself.. ● Visualize each character's perspective and distinguish their point of view. ● Identify and understand characters and how each perspective fits into the overall story. ● Explain how characters develop throughout the plot. ● Identify and analyze elements of poetry and how they enhance the overall tone of a text. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz: <ul style="list-style-type: none"> ○ Dear Dragon ● Performance Task ● Module Assessment 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myBook: Dear Dragon <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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Module 2 Week 3: Dear Dragon	Small Group/Differentiation – Materials – Small Group/Differentiation <ul style="list-style-type: none">○ Tabletop Mini Lessons: Reading○ Reading Graphic Organizers○ Read and Respond Journal○ HMH Readers/Take & Teach Lessons Small Group/Differentiation – Activities <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 Book of Poetry.
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(NOTES FOR CURRICULUM WRITING - No need to make any changes or adjustments to the items in these links. These are there for our QSAC Compliance piece.)

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

ELA Enduring Understanding Statements