

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 3– Module 3: Let Freedom Ring

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 important U.S. documents and symbols. As students build their vocabulary and synthesize topic knowledge, they will learn more about U.S. history and how various symbols came to represent the values and ideals of the United States.

A genre focus on nonfiction provides students with opportunities to identify central idea, text structure, and media techniques in order to better understand unfamiliar texts. Students will also encounter video to build knowledge across genres.

Essential Question: How do historic places, documents, and symbols represent the United States?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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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RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

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.

RI.MF.3.6. 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.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 3 Week 1: The US Constitution	<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>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison,</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Build knowledge and language about an important document in U.S. history using information and vocabulary learned from reading The U.S. Constitution. Summarize the central idea and relevant details of the topic in this informational text. Identify and describe a sequence text structure. Identify text and graphic features to understand information. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quiz: <ul style="list-style-type: none"> The U.S. Constitution Weekly Assessment 	<p><u>Texts</u></p> <ul style="list-style-type: none"> myBook: The U.S. Constitution <p><u>Materials</u></p> <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><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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	<p>cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>RI.MF.3.6. 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).</p>	<ul style="list-style-type: none"> Comprehension: Central Idea, Text Structure, Text and Graphic Features Vocabulary Strategy: Multiple-Meaning Words 	
<p>Module 3 Week 1:</p> <p>The US Constitution</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 National Symbols Pamphlet. 		
<p>Module 3 Week 2:</p> <p>Why We Celebrate the 4th of July/ The Flag Maker</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>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Retell important moments from and summarize the content of a video. Recognize how a video uses media techniques to convey meaning. Retell important events from a narrative and summarize the overall story. Identify and describe a chronological text 	<p><u>Texts</u></p> <ul style="list-style-type: none"> myBook: Why We Celebrate the Fourth of July myBook: The Flag Maker <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

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	<p>text and explain how they support the main idea.</p> <p>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.</p>	<p>structure.</p> <ul style="list-style-type: none"> Define content-area words to understand information. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quizzes: <ul style="list-style-type: none"> Why We Celebrate the Fourth of July The Flag Maker Weekly Assessment <ul style="list-style-type: none"> Comprehension: Media Techniques, Text Structure, Content-Area Words Vocabulary Strategy: Multiple-Meaning Words 	<p>Activities:</p> <ul style="list-style-type: none"> Think-Pair-Share Read for Understanding Turn and Talk Collaborative Discussion Close Reading
<p>Module 3 Week 2:</p> <p>Why We Celebrate the 4th of July/ The Flag Maker</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 National Symbols Pamphlet. 		
<p>Module 3 Week 3:</p> <p>Why is the Statue of Liberty Green?</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>RI.CR.3.1. Ask and answer questions and make relevant</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Ask and answer questions to monitor comprehension of a text. Identify the central idea of a narrative. Identify and describe the author's purpose for writing a story. 	<p>Texts</p> <ul style="list-style-type: none"> myBook: Why is the Statue of Liberty Green? <p>Materials</p> <ul style="list-style-type: none"> Whole-Class Presentation:HMH ClasscraftEssential Session HMH Anchor Charts HMH Reading Graphic Organizers Teaching Pal Book 1

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	<p>connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p>	<ul style="list-style-type: none"> • Use literary elements to understand information in a narrative. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Selection Quiz: <ul style="list-style-type: none"> ◦ Why Is the Statue of Liberty Green? • Performance Task • Module Assessment 	<p>Activities:</p> <ul style="list-style-type: none"> ◦ Think-Pair-Share ◦ Read for Understanding ◦ Turn and Talk ◦ Collaborative Discussion ◦ Close Reading
<p>Module 3</p> <p>Week 3:</p> <p>Why is the Statue of Liberty Green?</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 National Symbols Pamphlet. 		

(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