

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 3– Module 4: Stories on Stage

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 give them information about the features of drama. As students build their vocabulary and synthesize topic knowledge, they will learn more about the value of drama and the key differences between stories and plays.

A genre focus on drama provides students with opportunities to identify elements of drama and literary elements in order to better understand unfamiliar texts. Students will also encounter fables and video to build knowledge across genres.

Essential Question: In what ways might a play be an effective way to tell a story?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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.

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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.

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 4 Week 1: The Saga of Pecos Bill	<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.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</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Use text descriptions and details to visualize characters, settings, and events. • Identify examples of the elements of drama in a play. • Identify literary elements in a work of fiction. • Interpret the meaning of figurative language. • Identify real-life connections between words and their use. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Selection Quiz: <ul style="list-style-type: none"> ◦ The Saga of Pecos Bill 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ◦ GET CURIOUS VIDEO: Auditions ◦ myBook: The Saga of Pecos Bill <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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	flexibly from a range of strategies.	<ul style="list-style-type: none"> • Weekly Assessment <ul style="list-style-type: none"> ◦ Comprehension: Elements of Drama, Literary Elements, Figurative Language ◦ Vocabulary Strategy: Shades of Meaning 	
Module 4 Week 1: The Saga of Pecos Bill	<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: Write a Play.. 		
Module 4 Week 2: The Traveling Trio/Gigi and the Wishing Ring	<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>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"> • Retell a story and summarize the main plot events. • Identify examples of the elements of drama in a play. • Explain the theme of a drama. • Use context to determine the meanings of unfamiliar words. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Selection Quizzes: <ul style="list-style-type: none"> ◦ The Traveling Trio: Český Krumlov, Czech Republic ◦ Gigi and the Wishing Ring • Weekly Assessment <ul style="list-style-type: none"> ◦ Comprehension: Media Techniques, Elements of Drama, Theme 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ◦ myBook: The Traveling Trio: Český Krumlov, Czech Republic ◦ myBook: Gigi and the Wishing Ring <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

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	flexibly from a range of strategies.	<ul style="list-style-type: none"> ○ Vocabulary Strategy: Shades of Meaning 	<ul style="list-style-type: none"> ○ Close Reading
Module 4 Week 2: The Traveling Trio/Gigi and the Wishing Ring	<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: Write a Play.. 		
Module 4 Week 3: Two Bear Cubs	<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.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>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Monitor reading and clarify information to confirm understanding. ● Identify the use of elements of drama in a play. ● Identify the use of literary elements in a work of fiction. ● Explain the theme of a drama. ● Identify real-life connections between words and their use. ● Use newly acquired vocabulary expressively. 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myBook: Two Bear Cubs <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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	<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>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz: <ul style="list-style-type: none"> ○ Two Bear Cubs ● Performance Task ● Module Assessment 	
<p>Module 2 Week 3: Dear Dragon</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: Write a Play.. 		

(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