

## Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

### GRADE 3– Module 5: Teamwork

#### 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 concept of teamwork. As students build their vocabulary and synthesize topic knowledge, they will learn more about the way that sports can bring people together to work as a team.

A genre focus on realistic fiction provides students with opportunities to identify literary elements, author's craft, and theme in order to better understand the topic. Students will also encounter narrative nonfiction texts and videos to build knowledge across genres.

Essential Question: What can sports teach us about working together?

#### 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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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).

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.

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

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).

### Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<b>Module 5</b> <b>Week 1:</b>  <b>Soccer</b> <b>Shootout</b>	<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.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><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions to deepen understanding and gain information.</li> <li>Explain relationships among characters and character development, the influence of setting on plot, and the use of text structure.</li> <li>Identify the theme or message of a story and explain how a story's theme is different from the topic.</li> <li>Recognize that an author's craft is the use of language to create a style or voice, and explain</li> </ul>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>myBook: Soccer Shootout</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>Whole-Class Presentation:HMH ClasscraftEssential Session</li> <li>HMH Anchor Charts</li> <li>HMH Reading Graphic Organizers</li> <li>Teaching Pal Book 1</li> </ul> <p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Read for Understanding</li> <li>Turn and Talk</li> <li>Collaborative Discussion</li> </ul>

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	<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>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>how author's voice contributes to mood.</p> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Selection Quiz: <ul style="list-style-type: none"> <li>○ Soccer Shootout</li> </ul> </li> <li>● Weekly Assessment <ul style="list-style-type: none"> <li>○ Comprehension: Literary Elements, Theme, Author's Craft</li> <li>○ Vocabulary Strategy: Homographs/Homophones</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Close Reading</li> </ul>
<p><b>Module 5</b> <b>Week 1:</b></p> <p><b>Soccer Shootout</b></p>	<p><b>Small Group/Differentiation – Materials – Small Group/Differentiation</b></p> <ul style="list-style-type: none"> <li>○ Tabletop Mini Lessons: Reading</li> <li>○ Reading Graphic Organizers</li> <li>○ Read and Respond Journal</li> <li>○ HMH Readers/Take &amp; Teach Lessons</li> </ul> <p><b>Small Group/Differentiation – Activities</b></p> <ul style="list-style-type: none"> <li>○ Literacy Centers</li> <li>○ Guided Reading Groups</li> <li>○ English Learner Support</li> <li>○ Reinforce skill with practice worksheets</li> <li>○ Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Invent a Team Sport or Game.</li> </ul>		
<p><b>Module 5</b> <b>Week 2:</b></p> <p><b>Bend it Like Bianca/Running Rivals</b></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</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about teamwork using information and vocabulary learned from readings..</li> <li>● Monitor comprehension and make adjustments to clarify understanding when needed.</li> <li>● Explain relationships among characters and character development, the influence of setting</li> </ul>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>○ myBook: Bend It Like Bianca</li> <li>○ myBook: Running Rivals</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>○ Whole-Class Presentation:HMH ClasscraftEssential Session</li> <li>○ HMH Anchor Charts</li> <li>○ HMH Reading Graphic Organizers</li> <li>○ Teaching Pal Book 1</li> </ul>

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	character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.	<p>on plot, and the use of text structure.</p> <ul style="list-style-type: none"> <li>Identify and explain the author's purpose.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Selection Quizzes: <ul style="list-style-type: none"> <li>Bend It Like Bianca</li> <li>Running Rivals</li> </ul> </li> <li>Weekly Assessment <ul style="list-style-type: none"> <li>Comprehension: Media Techniques, Literary Elements, Author's Purpose</li> <li>Vocabulary Strategy: Homographs/Homophones</li> </ul> </li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Read for Understanding</li> <li>Turn and Talk</li> <li>Collaborative Discussion</li> <li>Close Reading</li> </ul>
<p><b>Module 5 Week 2:</b></p> <p><b>Bend it Like Bianca/ Running Rivals</b></p>	<p><b>Small Group/Differentiation – Materials – Small Group/Differentiation</b></p> <ul style="list-style-type: none"> <li>Tabletop Mini Lessons: Reading</li> <li>Reading Graphic Organizers</li> <li>Read and Respond Journal</li> <li>HMH Readers/Take &amp; Teach Lessons</li> </ul> <p><b>Small Group/Differentiation – Activities</b></p> <ul style="list-style-type: none"> <li>Literacy Centers</li> <li>Guided Reading Groups</li> <li>English Learner Support</li> <li>Reinforce skill with practice worksheets</li> <li>Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Invent a Team Sport or Game.</li> </ul>		
<p><b>Module 5 Week 3:</b></p> <p><b>Brothers at Bat</b></p>	<p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</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.MF.3.6. Explain how specific aspects of a text's illustrations</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Build knowledge and language about teamwork using information and vocabulary learned from reading.</li> <li>Make, correct, and confirm predictions based on text features and genre characteristics.</li> <li>Explain the author's use of sound devices and</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>myBook: Brothers at Bat</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Whole-Class Presentation:HMH ClasscraftEssential Session</li> <li>HMH Anchor Charts</li> <li>HMH Reading Graphic Organizers</li> <li>Teaching Pal Book 1</li> </ul>

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	<p>contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>imagery.</p> <ul style="list-style-type: none"> <li>Analyze the use of text structure to achieve specific purposes.</li> <li>Distinguish between first- and third-person point of view.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Selection Quiz: <ul style="list-style-type: none"> <li>Brothers at Bat</li> </ul> </li> <li>Performance Task</li> <li>Module Assessment</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Read for Understanding</li> <li>Turn and Talk</li> <li>Collaborative Discussion</li> <li>Close Reading</li> </ul>
<p><b>Module 5</b> <b>Week 3:</b></p> <p><b>Brothers at Bat</b></p>	<p><b>Small Group/Differentiation – Materials – Small Group/Differentiation</b></p> <ul style="list-style-type: none"> <li>Tabletop Mini Lessons: Reading</li> <li>Reading Graphic Organizers</li> <li>Read and Respond Journal</li> <li>HMH Readers/Take &amp; Teach Lessons</li> </ul> <p><b>Small Group/Differentiation – Activities</b></p> <ul style="list-style-type: none"> <li>Literacy Centers</li> <li>Guided Reading Groups</li> <li>English Learner Support</li> <li>Reinforce skill with practice worksheets</li> <li>Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Invent a Team Sport or Game.</li> </ul>		

**(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