

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 3– Module 6: Animal Behaviors

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 animal survival. As students build their vocabulary and synthesize topic knowledge, they will learn more about the way animals utilize behaviors and characteristics, or traits, to help them survive.

A genre focus on nonfiction provides students with opportunities to identify author's purpose, central idea, and text structure in order to better understand the topic.

Essential Question: What behaviors help animals survive?

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.

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.

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RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '

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.

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.

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

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '

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.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 6 Week 1: This is Your	L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and	Obj. We are learning to: <ul style="list-style-type: none"> Build knowledge and language about animal survival using information and vocabulary 	<u>Texts</u> <ul style="list-style-type: none"> myBook: This is Your Life Cycle

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<p>Life Cycle</p>	<p>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.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '</p>	<p>learned from reading.</p> <ul style="list-style-type: none"> Summarize/Retell central ideas and relevant ideas of a text. Recognize the author's purpose. Explain the author's purpose for using text and graphic features, and explain how each contributes meaning to a text. Recognize that an author's craft is the use of language to create a style or voice and explain how author's voice contributes to mood. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quiz: <ul style="list-style-type: none"> This is Your Life Cycle Weekly Assessment <ul style="list-style-type: none"> Comprehension: Author's Purpose, Text and Graphic Features, Author's Craft Vocabulary Strategy: Reference Sources: Thesaurus 	<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 <p>Activities:</p> <ul style="list-style-type: none"> Think-Pair-Share Read for Understanding Turn and Talk Collaborative Discussion Close Reading
<p>Module 6</p> <p>Week 1:</p> <p>This is Your Life Cycle</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 Wildlife Blog 		

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<p>Module 6 Week 2:</p> <p>The Nose Awards/ Octopus Escapes Again</p>	<p>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.</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>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Ask and answer questions to deepen understanding and gain information. • Recognize the central ideas in a text. • Identify supporting evidence for the central ideas. • Evaluate details to determine key ideas that support the central ideas. • Build knowledge and language about animal survival using information and vocabulary learned from reading • Ask and answer questions to deepen understanding and gain information. • Explain the author's use of figurative language. • Explain the author's purpose for using text and graphic features, and explain how text and graphic features contribute to the meaning of text. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Selection Quizzes: <ul style="list-style-type: none"> ◦ The Nose Awards ◦ Octopus Escapes Again! • Weekly Assessment <ul style="list-style-type: none"> ◦ Comprehension: Central Idea, Figurative Language, Text and Graphic Features ◦ Vocabulary Strategy: Reference Sources: Thesaurus 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ◦ myBook: The Nose Awards ◦ myBook: Octopus Escapes Again <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>Module 6 Week 2:</p> <p>The Nose Awards/ Octopus Escapes Again</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 Wildlife Blog 		
<p>Module 6 Week 3:</p> <p>The Siberian Tiger Cub</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.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>RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about animal survival using information and vocabulary learned from reading ● Monitor comprehension and clarify confusing concepts by making adjustments to improve understanding when needed. ● Analyze the use of text structure to achieve specific purposes. ● Identify text and graphic features and how they contribute to the meaning of a text, and explain the author's purpose for using text and graphic features. ● Recognize the central ideas in a text and identify supporting evidence for the central ideas. ● Evaluate details to determine key ideas that 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myBook: T.J. the Siberian Tiger Cub <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>integrate information relevant to a given topic efficiently. '</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>support the central ideas.</p> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Selection Quiz: <ul style="list-style-type: none"> ◦ T.J. the Siberian Tiger Cub • Performance Task • Module Assessment 	
<p>Module 6</p> <p>Week 3:</p> <p>The Siberian Tiger Cub</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 Wildlife Blog 		

(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