

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 3– Module 7: Make a Difference

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 learn more about the ways a dedicated individual or group of people can make a difference in their community. As students build their vocabulary and synthesize topic knowledge, they will listen to, read, and view a variety of texts and media that provide information about building communities.

A genre focus on narrative nonfiction allows students to identify author's purpose, text structure, and text and graphic features in order to better understand unfamiliar texts. Students will also encounter historical fiction to build knowledge about community building across genres.

Essential Question: How can one person make a meaningful difference in their local or global community?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

RI.PP.3.5. Distinguish their own point of view from that of the author of a text.

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.

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

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.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).

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 7 Week 1: Farmer Will Allen and the Growing Table	<p>RI.PP.3.5. Distinguish their own point of view from that of the author of a text.</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>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>Obj. We are learning to:</p> <ul style="list-style-type: none"> Build knowledge and language about ways all communities can accomplish healthy changes using information and vocabulary learned from reading Make, correct, and confirm predictions. Determine the author's purpose and intended audience. Identify text structure and point of view. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quiz: <ul style="list-style-type: none"> Farmer Will Allen and the Growing Table Weekly Assessment <ul style="list-style-type: none"> Comprehension: Author's Purpose, Text Structure, Point of View 	<p><u>Texts</u></p> <ul style="list-style-type: none"> myBook: Farmer Will Allen and the Growing Table <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

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

		<ul style="list-style-type: none"> ○ Vocabulary Strategy: Analogies 	
Module 7 Week 1: Farmer Will Allen and the Growing Table	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: Person of the Year Nomination Ceremony. 		
Module 7 Week 2: One Plastic Bag/ Energy Island	<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.PP.3.5. Distinguish their own point of view from that of the author of 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</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Determine text structure and understand how it contributes to the author's purpose. ● Build knowledge and language about where energy comes from and how small ideas can make big changes in a community while reading. ● Recognize the characteristics of narrative nonfiction writing. ● Make inferences using text evidence and prior knowledge. ● Determine point of view and identify the narrator. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz: 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myBook: One Plastic Bag ○ myBook: Energy Island: How One Community Harnessed the Wind and Changed Their World <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

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

	the text (e.g., where, when, why, and how key events occur).	<ul style="list-style-type: none"> ○ One Plastic Bag ○ Energy Island: How One Community Harnessed the Wind and Changed Their World ● Weekly Assessment <ul style="list-style-type: none"> ○ Comprehension: Text Structure, Point of View, Text and Graphic Features ○ Vocabulary Strategy: Analogies 	
Module 7 Week 2: One Plastic Bag/ Energy Island	<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: Person of the Year Nomination Ceremony. 		
Module 7 Week 3: The Storyteller's Candle	<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>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</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about how small changes can make big differences in a community using ideas and vocabulary learned from reading ● Recognize the features of a historical fiction as a form of narrative ● Synthesize information ● Identify literary elements 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myBook: The Storyteller's Candle <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

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

	parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<ul style="list-style-type: none"> • Identify figurative language • Identify text and graphic features <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Selection Quiz: <ul style="list-style-type: none"> ◦ The Storyteller's Candle • Performance Task • Module Assessment 	<ul style="list-style-type: none"> ◦ Close Reading
Module 7 Week 3: The Storyteller's Candle	<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: Person of the Year Nomination Ceremony. 		

(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