

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 3– Module 8: Imagine! Invent!

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 about inventors and inventions. As students build their vocabulary and synthesize topic knowledge, they will learn more about the way an idea, determination, support, and hard work can create an environment where anything is possible.

A genre focus on nonfiction provides students with opportunities to identify author's purpose and central idea in order to better understand unfamiliar texts. Students will also encounter narrative poetry and opinion text to build knowledge across genres.

Essential Question: What does it take to make a successful invention?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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. '

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

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.

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

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.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. '

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 8 Week 1: Timeless Thomas: How Thomas Edison Changed our Lives	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	Obj. We are learning to: <ul style="list-style-type: none"> Identify and use the text and graphic features of informational text to gain understanding of the topic. Build knowledge and language using information and vocabulary learned from reading. Make inferences, using text evidence and background knowledge. Identify the purpose of a compare/contrast text 	<u>Texts</u> <ul style="list-style-type: none"> myBook: A Century of Amazing Inventions myBook: Timeless Thomas: How Thomas Edison Changed Our Lives <u>Materials</u> <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>a sequence) to support specific points the author makes in a text.</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>structure.</p> <ul style="list-style-type: none"> Recognize the central idea and its supporting evidence. Identify and use the text and graphic features of informational text to gain understanding of the topic. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quiz: <ul style="list-style-type: none"> Timeless Thomas: How Thomas Edison Changed Our Lives Weekly Assessment <ul style="list-style-type: none"> Comprehension: Text Structure, Central Idea, Text and Graphic Features Vocabulary Strategy: Reference Sources: Dictionary/Glossary 	<p>Activities:</p> <ul style="list-style-type: none"> Think-Pair-Share Read for Understanding Turn and Talk Collaborative Discussion Close Reading
<p>Module 8 Week 1:</p> <p>Timeless Thomas: How Thomas Edison Changed our Lives</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 Your Own Invention.. 		
<p>Module 8 Week 2:</p> <p>A Bumpy Ride/ Rosie Revere,</p>	<p>RI.PP.3.5. Distinguish their own point of view from that of the author of a text.</p> <p>RL.TS.3.4. Utilize and reference features of a text when writing or</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Build knowledge and language about the invention of the bicycle, using information and vocabulary learned from reading Make and confirm predictions about an 	<p>Texts</p> <ul style="list-style-type: none"> myBook: A Bumpy Ride myBook: Rosie Revere, Engineer <p>Materials</p> <ul style="list-style-type: none"> Whole-Class Presentation:HMH

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<p>Engineer</p>	<p>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>informational text.</p> <ul style="list-style-type: none"> Recognize and explain the author's purpose. Identify literary elements in a narrative poem. Discuss the purpose of imagery and figurative language. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quizzes: <ul style="list-style-type: none"> A Bumpy Ride Rosie Revere, Engineer Weekly Assessment <ul style="list-style-type: none"> Comprehension: Author's Purpose, Literary Elements, Figurative Language Vocabulary Strategy: Reference Sources: Dictionary/Glossary 	<p>Classcraft Essential Session</p> <ul style="list-style-type: none"> 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 8 Week 2:</p> <p>A Bumpy Ride/ Rosie Revere, Engineer</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 Your Own Invention.. 		
<p>Module 8 Week 3:</p> <p>Edison's Best Invention</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>Obj. We are learning to:</p> <ul style="list-style-type: none"> Build knowledge and language about the author's opinion using information and vocabulary learned from reading 	<p>Texts</p> <ul style="list-style-type: none"> myBook: Edison's Best Invention <p>Materials</p> <ul style="list-style-type: none"> Whole-Class Presentation: HMH Classcraft Essential Session

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	<p>RI.PP.3.5. Distinguish their own point of view from that of the author of 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 integrate information relevant to a given topic efficiently. '</p>	<ul style="list-style-type: none"> Summarize text in ways that maintain meaning. Identify claims in an argumentative text. Evaluate supporting evidence in an argumentative text. Explain the purpose of text and graphic features. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quiz: <ul style="list-style-type: none"> Edison's Best Invention Performance Task Module Assessment 	<ul style="list-style-type: none"> 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 8</p> <p>Week 3:</p> <p>Edison's Best Invention</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 Your Own Invention.. 		

(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