

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 3– Module 11: Genre Study: Nonfiction

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 learn the characteristics of different nonfiction texts.

Essential Question

Week 1: What are the characteristics of informational text?

Week 2: What are the characteristics of narrative nonfiction?

Week 3: What are the characteristics of opinion text?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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

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.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 11 Week 1: What are the characteristics of informational 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.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,	Obj. We are learning to: <ul style="list-style-type: none"> Recognize and describe the characteristics of informational text. Analyze texts for characteristics of informational text. Determine the author's purpose for using specific genre features. Recognize central ideas and relevant supporting details in informational text. Explain how authors show central ideas in informational texts. Use context clues and reference material to 	<u>Texts</u> <ul style="list-style-type: none"> myBook: T.J. The Siberian Tiger Cub <u>Materials</u> <ul style="list-style-type: none"> Whole-Class Presentation: HMH Classcraft Essential Session HMH Anchor Charts HMH Reading Graphic Organizers Teaching Pal Book 1 <u>Activities:</u> <ul style="list-style-type: none"> Think-Pair-Share Read for Understanding Turn and Talk Collaborative Discussion Close Reading

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	<p>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>determine the meanings of words.</p> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessments • Module Inventory • Module Assessment 	
<p>Module 11 Week 1:</p> <p>What are the characteristics of informational text?</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 ○ End of Year Activities – Students work in groups to guide them as they begin the module project: Publish a Mini Magazine 		
<p>Module 11 Week 2:</p> <p>What are the characteristics of narrative nonfiction?</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"> • Recognize and describe the characteristics of narrative nonfiction. • Analyze texts for characteristics of narrative nonfiction. • Determine the author's purpose for using specific genre features. • Recognize text and graphic features in narrative 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myBook: This is Your Life Cycle <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

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	RI.PP.3.5. Distinguish their own point of view from that of the author of a text.	<p>nonfiction.</p> <ul style="list-style-type: none"> Recognize point of view in narrative nonfiction. Explain how the author shows point of view in narrative nonfiction <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Weekly Assessment <ul style="list-style-type: none"> Comprehension: Point of View, Author's Purpose, Text and Graphic Features 	<ul style="list-style-type: none"> Read for Understanding Turn and Talk Collaborative Discussion Close Reading
<p>Module 11 Week 2:</p> <p>What are the characteristics of narrative nonfiction?</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 End of Year Activities – Students work in groups to guide them as they begin the module project: Write Diary Entries 		
<p>Module 11 Week 3:</p> <p>What are the characteristics of opinion text?</p>	<p>RI.PP.3.5. Distinguish their own point of view from that of the author of 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>Obj. We are learning to:</p> <ul style="list-style-type: none"> Recognize and describe the characteristics of opinion text. Analyze texts for characteristics of opinion text. Determine the author's purpose for using specific genre features. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Module Assessment 	<p><u>Texts</u></p> <ul style="list-style-type: none"> myBook: Edison's Best Invention <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

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			<ul style="list-style-type: none"> ○ Read for Understanding ○ Turn and Talk ○ Collaborative Discussion ○ Close Reading
Module 11 Week 3: What are the characteristics of opinion text?	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 ○ End of Year Activities – Students work in groups to guide them as they begin the module project: Create an Advertisement Poster 		

(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