

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 3– Module 12: Genre Study: Literary Texts

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 literary texts.

Essential Questions

Week 1: Focus on Realistic Fiction What are the characteristics of realistic fiction?

Week 2: Focus on Poetry What are the characteristics of poetry?

Week 3: Focus on Traditional Tales What are the characteristics of traditional tales?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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).

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

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 12 Week 1: Focus on Realistic Fiction What are the characteristics of realistic fiction? | 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.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters. L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | Obj. We are learning to: <ul style="list-style-type: none"> Recognize and describe the characteristics of realistic fiction. Analyze texts for characteristics of realistic fiction. Determine the author's purpose for using specific genre features. Explain how authors show theme in realistic fiction. Recognize point of view in realistic fiction. Explain how authors show point of view in | <u>Texts</u> <ul style="list-style-type: none"> myBook: Marisol McDonald Doesn't Match <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 |

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

| | | | |
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| | | realistic fiction. | |
| | | Suggested Formative Assessment(s): <ul style="list-style-type: none"> Weekly Assessment <ul style="list-style-type: none"> Comprehension: Theme, Point of View, Figurative Language | |
| Module 12 Week 1: Focus on Realistic Fiction What are the characteristics of realistic fiction? | 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: Create a Social Media Post. | | |
| Module 12 Week 2: Focus on Poetry What are the characteristics of poetry? | 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. | Obj. We are learning to: <ul style="list-style-type: none"> Recognize and describe the characteristics of poetry. Analyze texts for characteristics of poetry. Determine the author's purpose for using specific genre features. Recognize figurative language in poetry. Explain how authors use figurative language in poetry. Suggested Formative Assessment(s): <ul style="list-style-type: none"> Weekly Assessment <ul style="list-style-type: none"> Comprehension: Author's Craft, Author's | <u>Texts</u> <ul style="list-style-type: none"> myBook: Adventures with Words <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 <u>Activities:</u> <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

| | | Purpose, Figurative Language | |
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| Module 12 Week 2: Focus on Poetry What are the characteristics of poetry? | 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: Make a Greeting Card | | |
| Module 12 Week 3: Focus on Traditional Tales What are the characteristics of traditional tales? | 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. 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). | Obj. We are learning to: <ul style="list-style-type: none"> ● Recognize and describe characteristics of traditional tales. ● Analyze texts for characteristics of traditional tales. ● Determine the author's purpose for using specific genre features. ● Recognize theme in traditional tales. ● Explain how authors show theme in traditional tales. Suggested Formative Assessment(s): <ul style="list-style-type: none"> ● Module Assessment | <u>Texts</u> <ul style="list-style-type: none"> ○ myBook: Two Bear Cubs <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 <u>Activities:</u> <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Read for Understanding ○ Turn and Talk ○ Collaborative Discussion ○ Close Reading |
| Module 12 Week 3: | Small Group/Differentiation – Materials – Small Group/Differentiation <ul style="list-style-type: none"> ○ Tabletop Mini Lessons: Reading ○ Reading Graphic Organizers | | |

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

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| Focus on Traditional Tales What are the characteristics of traditional tales? | <ul style="list-style-type: none">○ 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: Make a Festival Poster |
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(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