

Unit 2 ~ ReadyGEN (Module A & B)

Content Area: **Reading**
Course(s): **Writing 3**
Time Period: **December**
Length: **13 weeks**
Status: **Published**

Unit 2 ~ ReadyGen (Module A & B) -- Enduring Understandings

Unit 2 ~ Ready Gen Reading Module A & B

(Length of Time: 2nd Trimester)

This unit includes:

- Module A ~ Readers understand that asking and answering questions using text-based evidence can help them better comprehend text.
- Module A ~ Learners understand that relationships within a community are affected by culture and traditions.
- Module B ~ Readers understand that photographs, illustrations, and details help them make sense of what they read.
- Module B ~ Learners understand that there are similarities and differences in communities around the world.

Priority Standards

LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.RI.3.7	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).
LA.RI.3.8	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.
LA.RI.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Unit 2 Learning Goals

Unit Learning Goals -- ReadyGEN -- Unit 2 M			
Focus Week in ReadyGEN	Content Focus	NJSLS Priority Standard	Learning Goal
1 (Lessons 1-2)	Main Idea	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Students will be able t Determine the main idea recount the key details ar how they support the mai

	Context Clues	L.3.4: Context Clues-Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Context Clues-Determine the meaning of unknown multiple-meaning word based on grade 3 reading content, choosing flexibly from a range of strategies.

2 - 3 (Lessons 3-12)	Context Clues	L.3.4: Context Clues-Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Context Clues-Determine the meaning of unknown multiple-meaning word based on grade 3 reading content, choosing flexibly from a range of strategies.
		RL 3.3Describe characters in a story (e.g.,	Describe characters in a story

[illegible]

	Text Illustrations	RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

4 (Lessons 13)	Theme	RL.3.2: Theme: Recount stories including fables, folktales, and myths from diverse cultures; Determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	Recount stories including folktales, and myths from cultures; Determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
	Main Idea	RI.3.2 Determine the main idea of a text;	Students will be able to Determine the main idea recount the key details of

		recount the key details and explain how they support the main idea.	how they support the main idea.
	Compare, Contrast, and Reflect Across Texts	RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
		RL.3.2: Theme: Recount stories including fables, folktales, and myths from diverse cultures; Determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	Recount stories including fables, folktales, and myths from diverse cultures; Determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

		<p>RL 3.3Describe characters in a story (e.g., their traits, motivations, or feelings) and</p>	<p>Describe characters in a stor</p>

	Text Illustrations	RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
6 (Lessons 17-18)	Theme	RL.3.2: Theme: Recount stories including fables, folktales, and myths from diverse cultures; Determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	Recount stories including fables, folktales, and myths from diverse cultures; Determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

	Plot/Character	RL 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Unit Learning Goals -- ReadyGEN -- Unit 2

Focus Week in ReadyGEN	Content Focus	NJSLS Priority Standard	Learning Goal
7 (Lessons 1-3)	Main Idea	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Students will be able to Determine the main idea and recount the key details and explain how they support the main idea.

	Context Clues	L.3.4: Context Clues-Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Context Clues-Determine the meaning of unknown multiple-meaning word based on grade 3 reading content, choosing flexibly from a range of strategies.

	Text Illustrations	RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
	Main Idea		

		<p>RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Determine the main idea recount the key details ar how they support the mai</p>
	Academic and Domain Specific Vocabulary		
	Text Features		
	Author's Point of View		
<p>Week 10 (Lesson 12)</p>	<p>Main Idea</p>	<p>RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Students will be able t</p> <p>Determine the main idea recount the key details ar how they support the mai</p>

	Compare Across Texts	RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.	Compare, contrast and re practical knowledge, histo context, and background the most important points details presented in two to same topic.
11 (Lessons 13-15)	Theme	RL.3.2: Theme: Recount stories including fables, folktales, and myths from diverse cultures; Determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	Recount stories including folktales, and myths from cultures; Determine the c message/theme, lesson, , explain how it is revealed details in the text.

	Illustrations	RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Explain how specific aspects of illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
	Context Clues	L.3.4: Context Clues-Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Context Clues-Determine the meaning of unknown multiple-meaning word based on grade 3 reading content, choosing flexibly from a range of strategies.

12 - 13 (Lessons 16-18) ***	Compare Across Texts		

Learning Targets

- Ask and Answer questions about significant details from the text.
- Compare details across two texts using text evidence from each.
- Demonstrate the use of context clues using structured sentences in isolation
- Describe how characters in a grade-appropriate story respond to major events and challenges.
- Describe the characters, setting, and major events of a grade-appropriate story
- Determine the main idea and supporting details from a non-fiction text.
- Determine the theme and supporting details from a fictional text.
- Identify the meaning of vocabulary using context clues.
- Identify the problem of a story and how the characters solve the problem.
- Interpret the theme of a text.
- Organize the text in the correct sequence of events.
- Students will recognize or recall specific vocabulary, including: (character, action, contribute, feeling, motivation, plot, trait, setting, problem, solution, repond)
- Students will recognize or recall specific vocabulary, including: (character, action, contribute, feeling, motivation, plot, trait, setting, problem, solution, repond)
- Use sequence words to identify how an author organizes ideas (first, next, then, finally)
- Use text evidence to describe the main character's traits.

Strategies for Students in Need of Intervention

- Centers to reinforce skill instruction/skill enrichment
- Choice Boards/Activity Menu for assignments
- Extend pacing of weekly lessons to a week and a half to 2 weeks
- Flexible grouping as needed based on ability, interest, need
- Highlight key terms
- Independent study on topic of interest
- Provide word bank for vocabulary assessment
- Provide written notes/directions
- Provide/draw pictures to illustrate meanings of idioms/figurative language
- Tiered Lessons/activities
- Use approaching/Beyond Level materials
- Use graphic organizers (ex Venn Diagram, Cause/Effect chart)
- Use of leveled readers
- Use of leveled task cards to accompany skills
- Use of visual aids (powerpoint, images to connect vocabulary, flashcards, anchor charts)
- Utilize audiobooks/websites/listen to reading websites
- Vocabulary matching words to definitions

Unit Assessments

Administer tests for this module's Anchor Text and Supporting Text at the conclusion of instruction for each text.

- iReady Winter Diagnostic
- ReadyGen: Unit 2 Module A: Selection Test~ The Frog Princess: A Tlingit Legend from Alaska
- ReadyGen: Unit 2 Module A: Selection Test~The Athabascans: Old Ways and New
- ReadyGen: Unit 2 Module A: Selection Test~The Year of Miss Agnes
- ReadyGen: Unit 2 Module B: Selection Test ~ City Homes
- ReadyGen: Unit 2 Module B: Selection Test ~ Deep Down and Other Extreme Places to Live
- ReadyGen: Unit 2 Module B: Selection Test ~ The Song of Sky and Sand
- Unit 2 Assessment

Marzano Elements

- Communicating High Expectations for Each Student to Close the Achievement Gap
- Establishing & Acknowledging Adherence to Rules & Procedures
- Establishing & Maintaining Effective Relationships in a Student Centered Classroom
- Helping Students Engage in Cognitively Complex Tasks
- Helping Students Examine Similarities & Differences
- Helping Students Examine their Reasoning
- Helping Students Practice Strategies, Skills, & Processes
- Helping Students Process New Content
- Helping Students Revise Knowledge
- Identifying Critical Content from the Standards
- Organizing Students to Interact with Contact
- Previewing New Content
- Providing Feedback & Celebrating Success
- Reviewing Content
- Using Engagement Strategies
- Using Formative Assessment to Track Progress
- Using Questions to Help Students Elaborate on Content

Technology Integration

- Google Classroom
- ReadyGen Online
- www.flocabulary.com

- www.newsela.com
- www.raz-kids.com
- www.readworks.org
- www.readwritethink.org
- YouTube Videos

TECH.8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

TECH.8.1.5.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.5.E Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Cross Curricular Connections

Materials and Resources

- 2016 ReadyGEN Grade 3 -- Teacher's Manual -- Unit 2
- Foundational Skills Workbook
- Google Drive -- Third Grade Team Drive
- <https://www.savvasrealize.com/dashboard/viewer>
- iReady
- IRLA
- ReadyGEN Reader's/Writer's Journal and Teacher's Guide
- ReadyGEN Scaffolded Strategies Handbook
- ReadyGen Sleuth Magazine
- ReadyGEN Trade Books

21st Century Life & Career Ready Practices

CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

CAEP.9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

CAEP.9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.