

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

ELA.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.
ELA.L.VI.3.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
ELA.RL.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
ELA.RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
ELA.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).
ELA.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.
ELA.RL.IT.3.3	Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
ELA.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.

ELA.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.
ELA.RL.MF.3.6	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).
ELA.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).
ELA.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.
ELA.RI.CT.3.8	Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

Foundational Skills

- L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Unit 2 Learning Goals

Unit Learning Goals -- ReadyGEN -- Unit 2			
Focus Week in ReadyGEN	Content Focus	NJSLS Priority Standard	Learning Goal
1 (Lessons 1-2)	Main Idea		Students will be able to

		<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>Determine the main idea recount the key details ar how they support the mai</p>
	<p>Context Clues</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>Context Clues-Determin the meaning of unknow multiple-meaning word based on grade 3 readi content, choosing flexil range of strategies.</p>

**2 - 3
(Lessons 3-
12)**

Context Clues

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.

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		Explain how specific aspects of the text (e.g., metaphors, imagery, etc.) contribute to the overall meaning or theme (conveyed by the words in the text, create mood, emphasize character or setting).

4 (Lessons 13)	Theme	<p>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).</p>	<p>Recount stories including folktales, and myths from cultures; Determine the c message/theme, lesson, explain how it is revealed details in the text.</p>
	Main Idea	<p>RI.CI.3.2. Recount in oral and written form</p>	<p>Students will be able t</p> <p>Determine the main idea recount the key details ar</p>

		the key details from a multi-paragraph informational text and explain how they support the main idea.	how they support the mai
	Compare, Contrast, and Reflect Across Texts	RI.CT.3.8. Compare and contrast the elements of informational texts regarding 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 central message/then and/ or moral, settings, a stories written by the sam about the same or similar (e.g., in books from a ser
		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).	Recount stories including folktales, and myths from cultures; Determine the c message/theme, lesson, explain how it is revealed details in the text.

		<p>RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions</p>	<p>Describe characters in a story</p>

	Text Illustrations	RL.MF.3.6. 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.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).	Recount stories including folktales, and myths from diverse cultures; Determine the central message/theme, lesson, and moral, and explain how it is revealed through the details in the text.

	Plot/Character	RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.	Describe characters in a story, 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.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they	Students will be able to determine the main idea and recount the key details and explain how they support the main idea.

		support the main idea.	
	Context Clues	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.	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.MF.3.6. 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		

		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.	Determine the main idea recount the key details ar how they support the mai
	Academic and Domain Specific Vocabulary		
	Text Features		
	Author's Point of View		
Week 10 (Lesson 12)	Main Idea	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.	Students will be able t Determine the main idea recount the key details ar how they support the mai

	Compare Across Texts	RI.CT.3.8. Compare and contrast the elements of informational texts regarding 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 t same topic.
11 (Lessons 13-15)	Theme	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).	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.MF.3.6. 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).
	Context Clues	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.	Context Clues-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.

- 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 Content
- 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.