

Unit 3 ~ ReadyGen (Module A & B)

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

Unit 3 ~ ReadyGen (Module A & B)

Unit 3 ~ Ready Gen Reading Module A & B

(Length of Time: 3rd Trimester)

This unit includes:

- Module A ~ Readers understand that stories have important central messages, lessons, or morals.
- Module A ~ Learners understand that oral histories have transmitted experiences, explanations, and wisdom for generations.
- Module B ~ Readers understand that informational texts have various structures and features that aid the reader's comprehension.
- Module B ~ Learners understand scientific reasons for how and why things occur in nature.

Priority Standards

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| 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.RI.IT.3.3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| ELA.RL.PP.3.5 | Distinguish their own point of view from that of the narrator or those of the characters. |

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| 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 3 Learning Goals

Unit Learning Goals -- ReadyGEN --

| Focus Week in ReadyGEN | Content Focus | NJSLS Priority Standard | Learning Goal |
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| <u>1 (Lessons 1-4)</u> | Character, Plot | | <p>Students will be</p> <p>Describe the develop character’s traits, m</p> |

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| | | 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. | explain how their a within a text. |
| | 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. | Determine or cla unknown and mi and phrases bas and content, chc range of strategi |

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| | | <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 in oral and written form and myths from diverse cultures. Determine the central message, lesson, or moral and explain how it is revealed through the details of the text.</p> |

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| | | <p>RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the</p> | <p>Distinguish their ov of the narrator or th</p> |

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| | | characters. | |
| Weeks 2-3 (Lessons 5-10) | | RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters. | Distinguish their ov of the narrator or th |

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| 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 in oral and written form from diverse cultures and myths from diverse cultures. Determine the central message, lesson, or moral and explain how it is revealed through the details of the text. | |

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| | Compare, Contrast, and Reflect Across Texts | RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series). | Compare, contrast practical knowledge, context, and background central message/idea, moral, settings, and by the same author similar characters (series). |
| | | | Distinguish their own of the narrator or the |

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| | | RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters. | |
| | | 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 in oral and written form from diverse cultures. Determine the central message, lesson, or moral and explain how it is revealed through the details of the text. |

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| Compare, Contrast, and Reflect Across Texts | RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series). | Compare, contrast practical knowledge, context, and background central message/theme, moral, settings, and characters by the same author | |

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| | | | similar characters series). |
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| <p>Week 6 (Lessons 17-18)</p> | <p>Theme</p> | <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 in oral and written form from diverse cultures. Determine the central message or theme of a text, or moral of a story, and explain how it is revealed through details.</p> |
| | <p>Compare, Contrast, and Reflect Across Texts</p> | <p>RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).</p> | <p>Compare, contrast, and evaluate literary texts from diverse cultures, using practical knowledge and skills. Context, and background information. central message/theme, moral, settings, and characters by the same author.</p> |

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| | | | similar characters series). |
| Unit Learning Goals -- ReadyGEN -- | | | |
| Weeks 7-8 (Lessons 1-7) | 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 and the key details and explain how they 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 words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |

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| | | <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> |
| | Recognize Key Ideas and Details in the Text | | |

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| | | by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | by the words in a emphasize aspec setting). |
| Week 9 (Lessons 8-10) | 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 ma the key details an support the main i |
| | 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-D meaning of unkn meaning word at grade 3 reading flexibly from a ra |

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| | Scientific Concepts | 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. | 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. |
| Week 10 (Lessons 11-15) | 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 and the key details and explain how they support the main idea. |

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| | 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 illustrations contribute by the words in a text to emphasize aspects of a character or setting). |
| | Scientific Concepts | 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. | Describe the relationship of historical events, concepts, or steps in a text, using language such as time, sequence, and cause/effect. |
| Weeks 11-12 (Lessons 16-18) * | 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 evaluate practical knowledge, experiences, perspectives, strengths, and weaknesses in two texts. |

Learning Targets

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

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.

- ReadyGEN Unit 3 Assessment
- ReadyGen: Unit 3 Module A: Selection Test ~ Knots on a Counting Rope
- ReadyGen: Unit 3 Module A: Selection Test ~ Paul Bunyan
- ReadyGen: Unit 3 Module A: Selection Test ~ Storm in the Night
- ReadyGen: Unit 3 Module B: Selection Test ~ Living Through a Natural Disaster
- ReadyGen: Unit 3 Module B: Selection Test ~ On the Same Day in March: A Tour of the World's Weather
- ReadyGen: Unit 3 Module B: Selection Test ~ Weather

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.

Materials and Resources

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

21st Century Life & Career Ready Practices

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| 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. |