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

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.3.3	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.
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.3.7	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.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
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).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Unit 3 Learning Goals

Unit Learning Goals -- ReadyGEN --

Focus Week in ReadyGEN	Content Focus	NJSLS Priority Standard	Learning Goal
			Students will be
1 (Lessons 1-4)	**Character, Plot**		-
		RL 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	**RL 3.3** Describe cha traits, motivations, their actions contrib

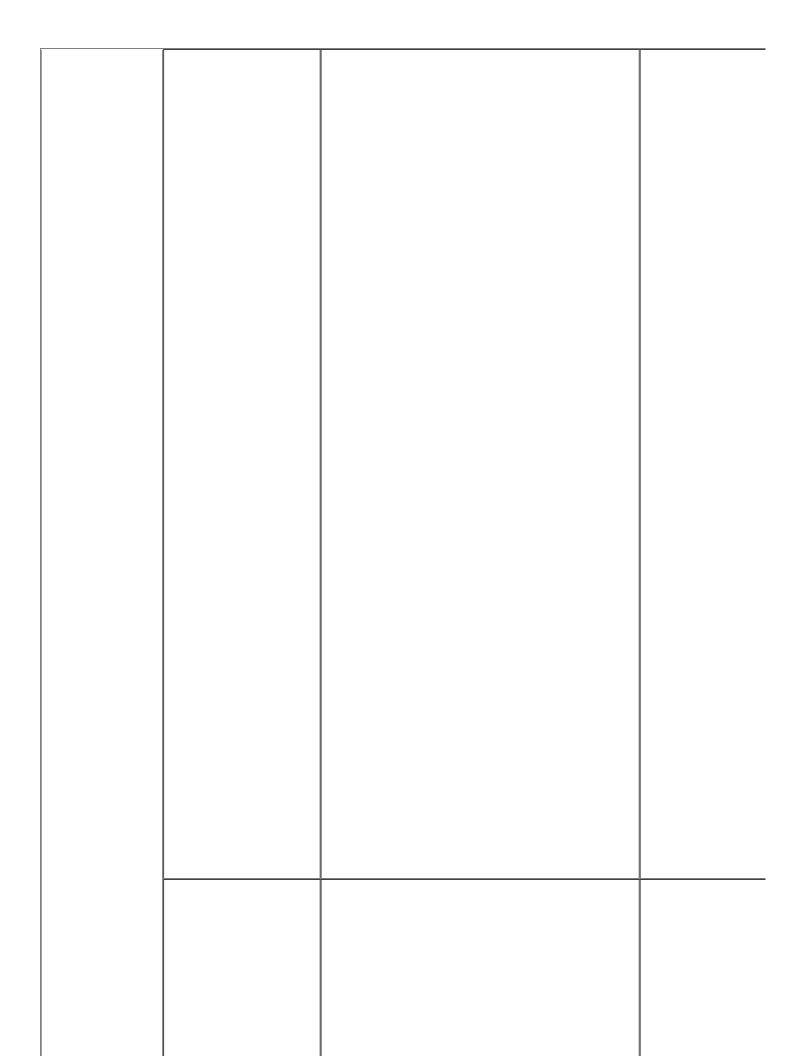|			
	Context Clues	L.3.4: Context Clues-Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	**Determine or cla unknown and mu and phrases bas and content, cho range of strategi**

| | | 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 in and myths from di Determine the cer lesson, or moral a revealed through |

		LA.3.R.L. 3.6- Distinguish their own point of view from that of the narrator or those of the characters	Distinguish their ow of the narrator or th

Weeks 2-3 (Lessons 5-10)		**LA.3.R.L. 3.6-** Distinguish their own point of view from that of the narrator or those of the characters	Distinguish their ov of the narrator or th

	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 motivations, or feel actions contribute t

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 in and myths from di Determine the cer lesson, or moral a revealed through

	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, contras practical knowledg context, and back central message/t moral, settings, ar by the same auth similar characters series).
		LA.3.R.L. 3.6- 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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		similar characters (e.g., in books from a series).	similar characters series).

Week 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 ir and myths from di Determine the cer lesson, or moral a revealed through
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		similar characters (e.g., in books from a series).	similar characters series).

| Weeks 7-8 (Lessons 1-7) | Main Idea | RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea. | Determine the ma the key details an support the main i |
| | 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-D meaning of unkn meaning word a grade 3 reading flexibly from a ra** |

		RL/I.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer q understanding of a to the text as the l
	Recognize Key Ideas and Details in the Test		

	Scientific Concepts	RI.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.	Describe the relat of historical event concepts, or steps in a text, using lan time, sequence, a
	Text Illustrations	RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is	Explain how spec illustrations contri

		conveyed 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.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea. | Determine the ma the key details an support the main i |
| | 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-D meaning of unkr meaning word ar grade 3 reading flexibly from a ra** |

	Scientific Concepts	RI.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.	Describe the relat of historical event concepts, or steps in a text, using lar time, sequence, a
Week 10 (Lessons 11-15)	Main Idea RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.		Determine the ma the key details an support the main i

	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 spec illustrations contri by the words in a emphasize aspec setting).
	Scientific Concepts	RI.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.	Describe the relat of historical event concepts, or steps in a text, using lar time, sequence, a
Weeks 11-12 (Lessons 16-18) *	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, contras practical knowledg context, and back most important pc presented in two t

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 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

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

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.