

Unit 1 ~ ReadyGEN (Module A & B)

Content Area: **Reading**
 Course(s): **Reading 3**
 Time Period: **September**
 Length: **1st Trimester**
 Status: **Published**

Unit Overview

Initially, the iReady diagnostic test will be administered in September to assist with your understanding of your students and your planning of your instruction. Further, the strategies, skills, and standards introduced in ReadyGEN -- Unit 1 (Modules A and B) should be covered. Teachers will utilize ReadyGEN as their primary resource for reading instruction. Outside resources including novels, digital resources, and teacher-created materials may be supplemented to cover the necessary content as a reinforcement to the ReadyGEN materials. In terms of assessment, the following will be administered -- Selection Tests for the anchor and supporting texts and the Unit 1 Summative Assessment (Module A and B). Teachers should also use this time to set up small group routines and may use Daily 5 with any adaptations necessary (i.e. -- some days may use 3 or 4 of the Daily 5 routines) to teach this Curriculum.

Unit Overview:

| Unit 1 -- Module A | ReadyGEN Lessons | Word Analysis | Reading/Instructional Focus | Independent Reading | Small Group Options |
|-----------------------|--|--|-----------------------------------|---|---|
| Weeks 1-2 | Lessons 1-3 -- "Location, Location, Location" | Short Vowel, Syllables VC/CV, High Frequency Words | Character, Plot | Engagement and Identity, Comprehension | Leveled Text Library: Grandpa's Rock Kit 550L, Fun with Hobbies and Science 720L, The Camping Trip 540L, Earth's Closest Neighbor 800L, Camping with Aunt Julie 590L, It's All in the Soil 690L, Apollo 11 570L, Top Hat Tompkins, |
| Weeks 3-4 | Lessons 4-11 -- <u>The Case of the Gasping Garbage</u> | Short Vowel, Syllables VC/CV, High Frequency Words, Plural -- s, es, ies, Base Endings | Character, Plot, Point of View | Engagement and Identity, Comprehension, Critical Thinking, Vocabulary Knowledge | |
| Week 5 | Lessons 12 - 15 -- "Location, Location, Location"; <u>The Case of the Gasping Garbage, Thunder Cake</u> | High Frequency Words, Base Word Endings | Character, Plot | Independence, Critical Thinking, Comprehension, Stamina, Vocabulary Knowledge | |
| Week 6 | Lessons 16 - 18 -- "Location, Location, Location"; <u>The Case of the</u> | High Frequency Words, Vowel Digraphs -- ee. ea, ai, ay, oa, ow, | Character, Plot | Engagement and Identity, Comprehension | |

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| | <u>Gasping</u> <u>Garbage,</u> <u>Thunder Cake</u> | | | | <p>The Detective 600L, The Field Trip 620L, Dolphins: Mammal of the Sea 660L, These Birds Can't Fly 600L, Mini Microbes 750L, The Missing Iguana Mystery 800L, Rescuing Whales 550L</p> <p>Sleuth Magazine: Getting Organized 480L, Lin's Lesson 670L</p> |
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| Unit 1 -- Module B | ReadyGEN Lessons | Word Analysis | Reading/Instructional Focus | Independent Reading | Small Group Options |
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| Week 7 | Lessons 1-3 -- "The Moon Seems to Change" | High Frequency Words, Vowel Digraphs -- ee. ea. ai, ay, oa, ow, | Main Idea, Text Features, Using Visuals | Engagement and Identity, Comprehension, Critical Thinking | Leveled Text Library: Grandpa's Rock Kit 550L, Fun with Hobbies and Science |
| Weeks 8-9 | Lessons 4-9 -- <u>Treasure in the Trees</u> | High Frequency Words, Vowel Digraphs -- ee. ea. ai, ay, oa, ow,; Vowel | Point of View, Referring to Details, Character, Theme, Text Features | Engagement and Identity, Comprehension, Critical Thinking | |

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| | | Diphthongs -- ou, ow, oi, oy | | | 720L, The Camping Trip 540L, Earth's Closest Neighbor 800L, Camping with Aunt Julie 590L, It's All in the Soil 690L, Apollo 11 570L, Top Hat Tompkins, The Detective 600L, The Field Trip 620L, Dolphins: Mammal of the Sea 660L, These Birds Can't Fly 600L, Mini Microbes 750L, The Missing Iguana Mystery 800L, Rescuing Whales 550L |
| Week 10 | Lessons 10 - 12 -- <u>About Earth</u> | Vowel Diphthongs -- ou, ow, oi, oy; Syllable Patterns V/CV and VC/V, High Frequency Words | Text Features, Explain Scientific Information in a Test | Engagement and Identity, Comprehension, Critical Thinking | |
| Week 11 | Lessons 13 - 16 -- <u>About Earth</u> | Vowel Diphthongs -- ou, ow, oi, oy; Syllable Patterns V/CV and VC/V, High Frequency Words; Final syllable consonant plus <i>ie</i> | Text Features, Explain Scientific Information in a Test | Engagement and Identity, Comprehension, Critical Thinking, Stamina | |
| Week 12 | Lessons 17 - 18 -- "The Moon Seems to Change"; <u>Treasure in the Trees</u> , About Earth | Final syllable consonant plus <i>ie</i> | Use Details to Compare Texts | Engagement and Identity, Comprehension, Critical Thinking | Sleuth Magazine: A Whale of a Rescue 830L, Backyard Safari 580L |

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Instructional Days: 60

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| ELA.L.RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding and encoding words. |
| ELA.L.RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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.RL.PP.3.5 | Distinguish their own point of view from that of the narrator or those of the characters. |
| 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.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.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). |

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.

Learning Targets

- 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. (cause & effect)
- Describe the characters, setting, and major events of a grade-appropriate story.
- Determine the main idea and one supporting key detail from a given text
- Determine the main idea of a text
- Determine the meaning of literal and nonliteral words and phrases in isolation
- Explain how key details support the main idea
- I can define and understand scientific ideas in the text.
- I can understand the character's point of view.
- Identify and recount the key details of the text
- Identify the problem of a story and how the characters solve the problem. (problem & solution)
- Identify words that help to determine the meaning from context
- Organize the main idea and key details from a given list of choices.
- Organize the story in the correct sequence of events.
- Recognize or recall antonyms and synonyms for grade-appropriate words (L.3.5c)
- Students will recognize or recall specific vocabulary, including: (Character, action, contribute, feeling, motivation, plot, trait, setting, problem, solution, respond)
- Students will recognize or recall specific vocabulary, including: (Sentences, paragraphs, sequence, cause and effect, compare and contrast, chronology)
- Students will recognize or recall specific vocabulary, including: -Key Details -Main Idea.
- Use cause and effect keywords to identify how an author organizes ideas (ie: because/so=cause and effect)
- Use chronology signal words to identify how an author organizes ideas (ie. timeline)
- Use compare and contrast signal words to identify how an author organizes ideas (ie:similar/different=compare and contrast)
- Use sequence words to identify how an author organizes ideas (ie: first/next/then/finally=sequence)
- Use text examples to describe the main character's' traits.

Unit Assessments

- Anchor Texts Selection Tests
- iReady Fall Diagnostic
- Unit 1 Assessment -- Module A and B

Strategies for Students in Need of Intervention

- Centers to reinforce skill instruction/ skill enrichment
- Choice boards/ Activity Menu for assignments
- Chunk 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
- Literature Circles/Novel Studies
- Provide / draw pictures to illustrate meanings of idioms/ figurative language
- Provide Word bank for vocabulary assessment
- Provide written notes/directions
- Tiered Lessons/activities
- Use graphic organizers (ex. Venn Diagram, Cause/Effect chart, etc.)
- Use of Leveled Library/Sleuth Magazine
- Use of visual aids (For example: Powerpoints, images to connect to vocabulary, flashcards, anchor charts)
- Use ReadyGEN's Scaffolded Strategies Handbook
- Utilize audiobook websites/ listen to reading websites
- Vocabulary matching words to definitions

Technology Integration

- <https://www.savvasrealize.com/dashboard/viewer>
- mysavvastraining.com
- Renaissance Learning Reading
- www.flocabulary.com
- www.newsela.com
- www.raz-kids.com
- www.readworks.org
- www.readwritethink.org

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| TECH.8.1.5.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |
| TECH.8.1.5.E.1 | Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. |
| TECH.8.1.5.E.CS3 | Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. |

Cross Curricular Connections

Materials & Resources

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