

Grade 3 Reading Course Overview

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **Entire School Year**
Status: **Published**

Summary of the Unit

Third Grade Reading

Required

Arleth, Eisenhower, Truman, Wilson

Full Year

A balanced literacy approach will be used to ensure that students are given opportunities to grow as both a reader and a writer. Through the use of a Daily 5 workshop model and curricular materials from Fountas and Pinnell's Classroom (herein referred to as FPC), students will be exposed to various genres, strategies, and activities that will allow them to develop their abilities at their own pace. Minimal time is spent in a whole group setting and students are provided with daily, sustained time to read and write independently, while also having the necessary support from their teacher and peers. The Fountas & Pinnell Benchmark Assessment Systems will be used to identify students reading levels (herein referred to as BAS). In addition, the Writer's Workshop units tie into their fields of study allowing for cross curricular cohesion.

The Daily 5 model contains the following three components:

Mini-Lesson (10-15 minutes) Choose 3 mini-lessons per day between phonics, spelling & word study and reading.

- FPC Interactive Read Aloud (IRA)
- FPC Shared Reading (SR)
- FPC Phonics, Spelling & Word Study lesson (PSW): Each of the concepts/lessons in the Scope & Sequence must be covered during the given trimester. Teachers may choose the order of lessons and the length of times needed for concepts. Classroom teachers will determine the weeks that each sight word is taught.
- Skill or strategy driven lessons derived from the Mini Lesson Book or Model Curriculum. This same skill/strategy will be applied in students' reading. Mini- lessons may also include the shared reading or read aloud to help model the skill with authentic literature.
- Teachers may choose the order of reading mini lesson lessons and IRAs within each unit.

Independent or Collaborative work (20-minute intervals) While the teacher is working with a guided reading group, remaining students are working independently or collaboratively at one of five suggested stations.

- Read to Self- Students are reading independently and practicing the skill/strategy that was presented during the mini lesson. All students should have book bags with at least 5 books: 3 books at their independent level and 2 choice books.

- Word Work- Students are independently working on their unit words from FPC phonics and using them in meaningful contexts.
- Work on Writing- Students are developing writing conventions and skills presented in Writer's Workshop lessons.
- Respond to Literature – Writing activities are given that allow students to respond to a previously read text from Guided Reading or the Interactive Read Aloud.
- Listen to Reading- Students are given opportunity to listen to texts specific to their reading level to build fluency and vocabulary as well as demonstrate comprehension.
- Read to Someone-Students are working with partners on their reading fluency and comprehension. Students are practicing the skill/strategy presented during mini lesson. This should be used sparingly as part of Listen to Reading.

Guided Reading Lessons: Teacher led, targeted instruction in small group setting.

- FPC Guided Reading Materials and Lessons. Scholastic bookroom titles may also be used.
- Meet with groups based on students' **instructional BAS** level, no more than 5 students in a group, for 15 to 20 minutes.

Assessment: The use of various formative assessments is encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.

- BAS assessments are given at the start of the year (September) and at the end of the school year (May/June).
- Reading record assessments should be administered between BAS in order to promote student growth throughout the year.
- Cold Read Assessments found on LinkIt!
- BAS On Grade Level Projections (independent level):
 - Level N – September
 - Level O – March
 - Level P – June

In order to demonstrate a cohesive and complete implementation plan, the following general suggestions are provided:

- The Writer's Workshop curriculum should be completed in the order of the scope and sequence.
- Homework, when assigned, should be relevant and reflective of the current teaching taking place in the classroom. Every student should have 20 minutes of reading at night. Logs and/or reading responses should be used.
- Organizational strategies should be in place that allows the students the ability to take the information gained in the classroom and put into terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.

Modifications to the curriculum should be included that address students with Response To Intervention (RTI), Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plan)

Unit 1: Sharing Our World with Others

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

Students will begin to read a variety of text types in order to improve their reading fluency and comprehension. Students will understand that authors and illustrators make many decisions when they create a story or pictures. Students will infer character's feelings from their dialogue and behavior. Readers will also notice how lively illustrations provide details about characters and humor. The text sets included in this trimester are The Importance of Kindness, Connecting Across Generations Family, and Sharing Our World:Animals . Throughout this unit, students will work on their foundational skills of reading behaviors and the proper procedures for the classroom literacy block. Teachers can refer to the management lessons found in The Reading Minilessons Book for additional launching lessons.

Enduring Understandings

- Authors/Illustrators make decisions to interest readers.
- The importance of being kind to others, family, and animals.
- Books can be funny.
- There is more than nonfiction and fiction. Each can be subdivided into many sections throughout the passage.

Essential Questions

- Why is it important to be kind to others?
- What is special about being a family?
- Why is it important to learn about the animals that share our world?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, DRA, PMA, Running Records, Reading Records, Cold read assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 5

- Reader's Notebook
- Book Talk
- Fluency
- Nonfiction Books
- Summarize
- Main Idea and Details
- Character Change
- Text Features

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

IRA Text Set including:

- *The Importance of Kindness*
- *Connecting Across Generations: Family*
- *Sharing Our World: Animals*

Shared Reading including (one per week):

- *Cat Belly*
- *Marissa Margolis, Pet Sitter*
- *The Rain Forest Rainbow*

Optional Related Read Alouds (can be used in between IRA texts):

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- Action Jackson. By: Jan Greenberg, Sandra Jordan.
- Babe the Gallant Pig. By: Dick King-Smith.
- Because of Winn-Dixie. By: Kate DiCamillo.
- Charlotte's Web. By: E.B. White.
- Flora and Ulysses: The Illuminated Adventures. By: Kate DiCamillo.

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Identify student reading levels 2 weeks	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.	Administer Benchmark Assessment System (BAS)	BAS Assessments
Daily 5 Launch 1-2 weeks	- Learn procedures for independent reading, including the use of the classroom library or individual book boxes or bags. -Learn how to pick a good fit book. -Understand the importance of picking a good fit	<u>Mini Lesson:</u> "I Chart" Read to self <u>Mini Lesson:</u> "I-PICK" <u>Mini Lesson:</u> Discuss two ways to read a book. Create anchor chart with students to show the	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading -Graphic Organizers - Exit Tickets

	<p>book</p> <p>-Discuss expectations for accountable talk.</p> <p>-Discuss expectations for accountable talk.</p> <p>Demonstrate the importance of picking a good fit book.</p> <p>-Learn expectations for independent reading time</p> <p>-Identify the appropriate times to interrupt small group instruction.</p> <p>-Demonstrate expectations for listening during whole or small group instruction.</p> <p>-Students will learn the different aspects of the Daily 5 Rotation</p>	<p>ways to read a book.</p> <p>“3 ways to read a book”</p> <p>1. Reading Words</p> <p>2. Reading Pictures</p> <p><u>Mini Lesson:</u></p> <p>Discuss the last way to read a book. Discuss expectations for accountable talk. Create anchor chart with students to show the ways to read a book.</p> <p>“3 ways to read a book”</p> <p>1. Reading Words</p> <p>2. Reading Pictures</p> <p>3. Introduce and model the third: Retell Familiar Text.</p> <p><u>Mini Lesson:</u></p> <p>Teacher will model the “Good Fit Shoes Lesson” (found on pages 31-32 of <i>The Daily 5</i> book) to illustrate the importance of picking a good fit book as well as illustrating that everyone’s good fit book is different.</p> <p><u>Mini Lesson:</u></p> <p>Teacher will use interactive modeling to show the right way and wrong way to read to self.</p> <p><u>Mini Lesson:</u></p> <p>Teacher will create an anchor chart to illustrate the appropriate times to interrupt small group instruction. Teacher will introduce visual small group</p>	
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reminder (crown, boa, light ect.)

Mini Lessons:

Introduce how to do Word Work, Respond to Reading, Listening to Reading, and Work on Writing

Interactive Read Alouds (IRA)

IRA TEXT SET (pair with one RML) (pair with SR)

The Importance of Kindness

-Notice and understand when a problem is solved

-Notice character change and infer reasons from the events in the story

-Notice and remember important events of the text in sequence

-Describe how words and illustrations affect mood in Sophie's Masterpiece

-Infer the importance of the school setting to the plot

Infer character feelings from their facial expressions and gestures

-Infer character's feelings from their dialogue and behavior

-notice how the author uses sound devices and poetic language

-Recognize how the main character grows and changes in the story

IRA (Interactive Read-Aloud): Utilize the IRA Folder to complete the following steps for each book:

- Introduce the Text
- Read the Text
- Discuss the Text
- Respond to the Text (Shared Interactive Writing or Independent Response to Reading)

● Enemy Pie

● Sophie's Masterpiece: A Spider's Tale

● Last Day Blues

● Under the Lemon Moon

● The Can Man

-Use *Assess Learning* to identify behaviors that demonstrate meeting of the goal.

-Observation through discussion / anecdotal notes

-Respond to Reading independent and shared writing activities

-Reading conference notes from guided reading

- Graphic Organizers

- Exit Tickets

	<p>-recognize more than one problem in the story</p>		
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<p>IRA TEXT SET (pair with one RML)</p> <p>(pair with SR)</p> <p>Connecting Across Generations:Family</p>	<p>-Notice the character's feelings shown in the expressions and gestures in the illustrations</p> <p>-Make predictions on what characters will do</p> <p>-Understand that there is more than one problem in Sitti's Secrets</p> <p>-identify the solutions to the problems in the book</p> <p>-Infer the relationships between characters as revealed in the illustrations</p> <p>-understand the author's message about cultural traditions</p> <p>-Learn new concepts about the Navajo</p> <p>-Make predictions about the characters in Knots on a Counting Rope</p> <p>-Recognize how the author creates humor</p> <p>-understand the author's message about overcoming</p>	<ul style="list-style-type: none"> ● In My Momma's Kitchen ● Sitti's Secrets ● Mooncakes ● Knots on a Counting Rope ● Storm in the Night 	<p>Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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	fears		
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<p>IRA TEXT SET (pair with one RML)</p> <p>(pair with SR)</p> <p>Sharing Our World:Animals</p>	<p>-Understand why the author loves guinea pigs</p> <p>-Understand the author's message and purposes in writing the book</p> <p>-Infer a message about friendship that is relevant to their own experiences</p> <p>-Notice how authors use descriptive language to describe human qualities to the wolves</p> <p>-Notice the characteristics of an informational book and an animal story in Moon Bear</p> <p>-notice and critique the author's use of repetition</p> <p>-Infer the significance of nonfiction content to their own lives</p> <p>-notice and use organizational tools in a text</p> <p>-Compare and contrast ideas</p>	<ul style="list-style-type: none"> ● I Love Guinea Pigs ● A Friend for Lakota ● Moon Bear ● Ape ● And So They Build 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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within the book and
across text

-infer the main
ideas

Shared Reading Lessons (SR)

<p>SHARED READING TEXT (one text per week)</p> <p>Cat Belly</p> <p>Marrisa Margolis, Pet Sitter</p> <p>The Rain Forest Rainbow</p>	<p>-Read with appropriate phrasing, pausing, intonation, word stress, and rate.</p> <p>-Adjust the voice to reflect the mood of the text: e.g., frustration, fear, relief.</p>	<p>Day 1 -Teacher reads the story to students. Then students read all or parts of the story chorally.</p> <p>Day 2-Reread story or parts of the story and complete related activity based on F and P guide.</p> <p>Options include:</p> <p>-Have partners read the text together, alternating pages or journal entries.</p> <p>-Have students read the small book to a partner, taking turns reading pages or the whole book.</p> <p>-Have a group of students listen to the text at the listening center, following along in the small book version.</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Respond to reading independent and shared writing activities</p> <p>-Graphic organizers</p> <p>-Exit ticket</p>
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Reading Mini Lessons (one a day)

<p><u>Introducing a Reader's Notebook</u></p> <p>6 minilessons</p>	<p>-Understand that a reader's notebook is a special place to collect thinking about books read.</p> <p>-Record the book title, author, and the date the book is completed in the reader's notebook</p> <p>-Identify and record the genre of a book that has been read</p> <p>-Keep track of how many books are read in a particular genre in a reader's notebook</p>	<p><u>MiniLesson:</u> WAR.U1.RML1</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>MiniLesson:</u> WAR.U1.RML2</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson:</u></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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-Write E, JR, or D for each book on your reading list

-Learn and/or develop the guidelines for working together in the classroom.

WAR.U1.RML3

- *Mini Lesson*
- *Have a Try*
- *Summarize and Apply*
- *Share*

Mini Lesson:
WAR.U1.RML4

- *Mini Lesson*
- *Have a Try*
- *Summarize and Apply*
- *Share*

Mini Lesson:
WAR.U1.RML5

- *Mini Lesson*
- *Have a Try*
- *Summarize and Apply*
- *Share*

Mini Lesson:
WAR.U1.RML6

- *Mini Lesson*
- *Have a Try*
- *Summarize and Apply*
- *Share*

ELA.L.RF	Foundational Skills: Reading Language
ELA.L.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
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.W.AW.3.1	Write opinion texts to present an idea with reasons and information.
ELA.W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.W.WP.3.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.3.4.B	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.3.4.C	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
ELA.SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
ELA.SL.PE.3.1.D	Explain their own ideas and understanding in light of the discussion.
ELA.SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELA.SL.PI.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
ELA.SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
ELA.SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

SOC.6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
3-ESS2-2.8.1	Obtain and combine information from books and other reliable media to explain phenomena.
3-ESS3-1.ESS3.B.1	A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students read books to self before reading story to study pictures

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with meaningful items to their family. Have each child do a show and tell with the objects they brought in.

Gifted Students- Create a new story with the same characters during Daily 5 time, research projects on topics of IRA, leadership roles in Daily 5 centers, above grade level texts available for Daily 5 book bag

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

storiestogrowby.org/readers-theater-play-scripts

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures around the World

based off IRAs.

Science-Research animals and plants from IRAs

Math- create graphs and charts based on popularity of IRA (after each Unit have students poll each other)

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 2: Exploring Memory Stories

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

Students will begin to read a variety of text types in order to improve their reading fluency and comprehension. Students will understand that authors and illustrators make many decisions when they create a story or pictures. Students will infer character's feelings from their dialogue and behavior. Readers will also notice how lively illustrations provide details about characters and humor. Students will try to notice character development throughout the story. Characters change because of hardships. The text sets included in this trimester are Exploring Memory Stories and Patricia Polacco. Throughout this unit, students will work on their foundational skills of reading behaviors and the proper procedures for the classroom literacy block. Teachers can refer to the management lessons found in The Reading Minilessons Book for additional lessons.

Enduring Understandings

- Authors/Illustrators make decisions to interest readers.
- Memories are a source for writing great books
- People in a family take care of each other
- Friend's support and care about each other
- There is more than nonfiction and fiction. Each can be subdivided into many sections including Realistic Fiction.

Essential Questions

- Why is it important to be kind to others?
- What is special about being a family?
- Why is it important to learn about the animals that share our world?
- What is the writer's reason for writing?
- How does an author or illustrator make decisions to interest readers?
- What makes these books funny?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, Reading Records, BAS, and Cold read assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 5
- Reader's Notebook
- Book Talk
- Fluency
- Nonfiction Books
- Summarize
- Main Idea and Details
- Character Change
- Text Features

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

IRA Text Set including:

- *Exploring Memory Stories*
- *Patricia Polacco*

Shared Reading including (one per week):

- *Trapped in Tar*
- *Bats Aren't Bad*
- *Snakes Aren't Slimy*

Optional Related Read Alouds (can be used in between IRA texts):

- - Action Jackson. By: Jan Greenberg, Sandra Jordan.
 - Babe the Gallant Pig. By: Dick King-Smith.
 - Because of Winn-Dixie. By: Kate DiCamillo.
 - Charlotte's Web. By: E.B. White.
 - Flora and Ulysses: The Illuminated Adventures. By: Kate DiCamillo.

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Interactive Read Alouds (IRA)			

<p>IRA TEXT SET (pair with one RML) (pair with SR text)</p> <p>Exploring Memory Stories</p>	<p>-Notice and understand when a problem is solved</p> <p>-Notice character change, and infer reasons from events in the story</p> <p>-Infer the importance of the historical setting to the plot and message</p> <p>-Learn new concepts about American Sign Language</p> <p>-Infer the theme of music and memory</p> <p>-Notice and understand how the author reveals the character of Grandma</p> <p>-Notice how the illustrations support the mood of the story</p> <p>-Infer why the author treasures his memories of Saturday and teacakes</p> <p>-Recognize the importance of the setting to the memory stories in Family Pictures</p> <p>-Infer themes</p>	<p>IRA (Interactive Read-Aloud): Utilize the IRA Folder to complete the following steps for each book:</p> <ul style="list-style-type: none"> - Introduce the Text - Read the Text - Discuss the Text - Respond to the Text (Shared Interactive Writing or Independent Response to Reading) <p>IRA:</p> <ul style="list-style-type: none"> ● My Rotten Redheaded Older Brother ● The Printer ● Grandma's Records ● Saturdays and Teacakes ● Family Pictures 	<p>-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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Shared Reading Lessons

SHARED
READING TEXT
(one text per
week)

-Trapped in Tar
-Bats Aren't Bad
-Snakes Aren't
Slimy

-Read with appropriate phrasing, pausing, intonation, word stress, and rate.

-Adjust the voice to reflect the mood of the text: e.g., frustration, fear, relief.

Day 1 -Teacher reads the story to students. Then students read all or parts of the story chorally.

Day 2-Reread story or parts of the story and complete related activity based on

F & P guide.

Options include:

-Have partners read the text together, alternating pages or journal entries.

-Have students read the small book to a partner, taking turns reading pages or the whole book.

-Have a group of students listen to the text at the listening center, following along in the small book version.

-Observation through discussion/anecdotal notes

-Respond to reading independent and shared writing activities

-Graphic organizers

-Exit ticket

Reading Mini Lessons (one a day)

Understanding
Fiction and
Nonfiction Genres

2 mini lessons

Understand that there are different types of fiction texts and that they have different characteristics

Mini Lesson:

LA.U5.RML1

- *Mini Lesson*
- *Have a Try*
- *Summarize and Apply*
- *Share*

Mini Lesson:

LA.U5.RML2

- *Mini Lesson*
- *Have a Try*
- *Summarize and Apply*
- *Share*

Giving a Book
Talk

4 mini lessons

-Learn that a book
talk is a short talk
about a book and
it's purpose is to
get others
interested in
reading it

-Learn how to
interest other
readers by crafting
an interesting
beginning and
ending to a book
talk

-
Compose notes to
remember
important
information about
a book

-Prepare and
present the book
confidently,
clearly, and
enthusiastically

Mini Lesson:
LA.U3.RML1

- Mini Lesson
- Have a Try
- Summarize and Apply
- Share

Mini Lesson:
LA.U3.RML2

- Mini Lesson
- Have a Try
- Summarize and Apply
- Share

Mini Lesson:
LA.U3.RML3

- Mini Lesson
- Have a Try
- Summarize and Apply
- Share

Mini Lesson:
LA.U3.RML4

- Mini Lesson
- Have a Try
- Summarize and Apply
- Share

<p>Problem and Solution</p> <p>1 mini lesson</p>	<p>-Identify the problem and solution in a story</p>	<p>Mini Lesson 1- Students will work together to identify the problem and solution in IRA. First, teacher will reread a IRA the class has already read. Then students will work together to write the problem on one post-it and the solution on another. Students will stick their post-it on an anchor chart in the correct spot. Finally, have a class discussion about problem and solution. During Daily 5 or Guided Reading, have students try it individually.</p>	
<p><u>Summarizing</u></p> <p>2 mini lessons</p>	<p>-Summarize a story</p> <p>-Utilize SWBTS graphic organizer</p>	<p>Mini Lesson 1-First, teacher will reread a IRA the class has already read. Then students will work together to fill out graphic organizer "Somebody Wanted But Then So". Students will share their responses with the class. Finally, have a class discussion about summarizing. During Daily 5 or Guided Reading, have students try it individually.</p> <p>Mini Lesson 2-Complete same lesson with a new book.</p>	

<p><u>Understanding Character Feelings, Motivations, and Intentions</u></p> <p>4 mini lessons</p>	<p>-Infer characters' feelings as revealed through thought, dialogue, and behavior</p> <p>-Infer relationships between characters as revealed through dialogue and behavior</p> <p>-Infer characters' motivations as revealed through dialogue and behavior</p> <p>-Make predictions about what a character is likely to do and use evidence from the book to support predictions</p>	<p><u>Mini Lesson:</u> LA.U23.RML1</p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> <p><u>Mini Lesson:</u> LA.U23.RML2</p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> <p><u>Mini Lesson:</u> LA.U23.RML3</p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> <p><u>Mini Lesson:</u> LA.U23.RML4</p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> 	
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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.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.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.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.
ELA.W.AW.3.1	Write opinion texts to present an idea with reasons and information.
ELA.W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.SL	Speaking and Listening
ELA.SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
ELA.SL.PE.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
ELA.SL.PE.3.1.D	Explain their own ideas and understanding in light of the discussion.
ELA.SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELA.SL.PI.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
ELA.SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
ELA.SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SOC.6.1.4.A.CS10	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
SOC.6.1.4.B.CS7	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
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3-ESS2-2.8.1	Obtain and combine information from books and other reliable media to explain phenomena.
3-ESS3-1.ESS3.B.1	A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students read books to self before reading story to study pictures

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with meaningful items to their family. Have each child do a show and tell with the objects they brought in.

Gifted Students- Create a new story with the same characters during Daily 5 time, research projects on topics of IRA, leadership roles in Daily 5 centers, above grade level texts available for Daily 5 book bag

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

storiestogrowby.org/readers-theater-play-scripts

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures around the World based off IRAs.

Science-Research animals and plants from IRAs

Math- create graphs and charts based on popularity of IRA (after each Unit have students poll each other)

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 3: Exploring the World

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **3 Weeks**
Status: **Published**

Summary of the Unit

Students will understand that authors and illustrators make many decisions when they write a story or take a photograph. While fiction, sometimes takes you to the imaginative world, non-fiction unfolds the reality you get to know real people and their lives. Non-fiction texts not only give you facts, it also gives knowledge in a specific subject which helps in learning new things. Readers will also notice how lively illustrations provide details about characters and humor. The text sets included in this trimester are The Importance of Expository Nonfiction, Janell Cannon, and Humorous Texts . Throughout this unit, students will work on their foundational skills of reading behaviors and the proper procedures for the classroom literacy block. Teachers can refer to the management lessons found in The Reading Minilessons Book for additional launching lessons.

Enduring Understandings

- Authors/Illustrators make decisions to interest readers.
- Expository non-fiction gives facts to interest a reader
- Notice the difference between expository nonfiction and nonfiction with illustrations
- Books can be funny.
- There is more than nonfiction and fiction. Each can be subdivided into many sections.

Essential Questions

- Why is it important to learn about the animals that share our world?
- What is the writer's reason for writing?
- How does an author or illustrator make decisions to interest readers?
- What makes these books funny?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, PMA, Reading Records, Cold read assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor

charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 5
- Reader's Notebook
- Book Talk
- Fluency
- Nonfiction Books
- Summarize
- Main Idea and Details
- Character Change
- Text Features

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

IRA Text Set including:

- *Expository Nonfiction*
- *Janell Cannon*
- *Humorous Texts*

Shared Reading including (one per week):

- Crows Aren't Creepy
- Three Days to Summer
- Harriet and Violetta

Optional Related Read Alouds (can be used in between IRA texts):

- - Action Jackson. By: Jan Greenberg, Sandra Jordan.
 - Babe the Gallant Pig. By: Dick King-Smith.
 - Because of Winn-Dixie. By: Kate DiCamillo.
 - Charlotte's Web. By: E.B. White.
 - Flora and Ulysses: The Illuminated Adventures. By: Kate DiCamillo.

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Interactive Read Alouds (IRA)			
IRA TEXT SET (pair with one RML) (pair with SR) Expository Nonfiction	<ul style="list-style-type: none"> -Gain information from the sidebars and graphics, and think about how they are related to the text -Notice how the text is organized -Learn new concepts about tornadoes -Analyze how illustrations help communicate the author's message -Make personal connection to the topic of knights -Notice how labels enhance the text and support the author's purpose of informing readers -Understand and use glossary 	<ul style="list-style-type: none"> ● Hottest, Coldest, Highest, Deepest ● Tornadoes! ● Knights in Shinning Armor ● A Day and Night in the Desert ● Bats! Strange and Wonderful ● Shell, Beak, Tusk 	Use Assess Learning to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

	<p>-Notice how the book is organized</p> <p>-Understand how illustrations and graphics are used to communicate concepts about bats</p> <p>-Infer the writer's message and attitude toward the topic of bats</p> <p>-Analyze and use photographs in the book</p> <p>-Express new understandings about animals</p>		
<p>IRA TEXT SET (pair with one RML) (pair with SR)</p> <p>Jane Cannon</p>	<p>-Notice how realistic illustrations provide information about characters and settings</p> <p>-Infer Stellaluna's intentions, feelings, and motivations from her words and actions</p> <p>-Begin to recognize Janell Cannon's unique style of writing and illustrating stories</p> <p>-Explore the deeper message of stories</p> <p>-Make connections</p> <p>-Infer messages related to bullying, being kind, and working together</p> <p>-Recognize Janell's unique writing style</p> <p>-Use details from the text and illustrations to draw conclusions about character motives</p>	<ul style="list-style-type: none"> ● Stellaluna ● Verdi ● Crickwing ● Pinduli 	<p>Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<p>IRA TEXT SET (pair with one RML) (pair with SR)</p> <p>Humorous Texts</p>	<p>-Predict what will happen next in the story and outcomes of plot of the story</p> <p>-Predict what will happen next in story</p>	<ul style="list-style-type: none"> ● Bedhead ● The Perfect Pet 	<p>-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal</p>

	<p>and outcomes of plot</p> <ul style="list-style-type: none"> -Notice and understand how illustrations contribute humor to the text -Recognize how a writer creates humor -Predict what will happen next -Think about what makes a text humorous -Infer how Old Man changes over the course of the story -Notice and understand how illustrations contribute humor to the text -Notice and understand how illustrations contribute humor to the text -Think about the writer's purpose for writing a text 	<ul style="list-style-type: none"> • The Great Fuzz Frenzy • Those Darn Squirrels! • Big Bad Bubble 	<p>notes</p> <ul style="list-style-type: none"> -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
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SHARED READING TEXT (one text per week)

<p>Shared Reading</p> <ul style="list-style-type: none"> • Crows Aren't Creepy • Three Days of Summer • Harriet and Violetta 	<ul style="list-style-type: none"> -Read with appropriate phrasing, pausing, intonation, word stress, and rate. -Adjust the voice to reflect the mood of the text: e.g., frustration, fear, relief. 	<p>Day 1 -Teacher reads the story to students. Then students read all or parts of the story chorally.</p> <p>Day 2-Reread story or parts of the story and complete related activity based on F and P guide.</p> <p>Options include:</p> <ul style="list-style-type: none"> -Have partners read the text together, alternating pages or journal entries. -Have students read the small book to a partner, taking turns reading pages or the whole book. -Have a group of students listen to the text at the listening center, following along in the small book version. 	<ul style="list-style-type: none"> -Observation through discussion/anecdotal notes -Respond to reading independent and shared writing activities -Graphic organizers -Exit ticket
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Reading Mini Lessons (one a day)			
<p>Using a Reader's Notebook</p> <p>6 mini lessons</p>	<ul style="list-style-type: none"> -Make a list of the books you want to read -Create a list of books to recommend to others -Express an opinion about a text in the form of a book recommendation -Make connections among texts in writing -Learn how to keep a tally of the different forms of writing about reading -Keep mini lesson notes in reader's notebook to refer to as needed. 	<p>Mini Lesson: LAR.U2.RML1</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LAR.U2.RML2</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LAR.U2.RML3</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LAR.U2.RML4</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LAR.U2.RML5</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LAR.U2.RML6</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> 	<ul style="list-style-type: none"> -Use Assess Learning to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

		<ul style="list-style-type: none"> • <i>Share</i> 	
<p>Monitoring, Searching, and Self-Correcting</p> <p>3 mini lessons</p>	<p>-Search for and use multiple sources of information (visual information in print, meaning/pictures, graphics, and language structure) to monitor and self correct</p> <p>-Use an understanding of assigned and unassigned dialogue to self-monitor and self-correct</p> <p>-Use awareness of narrative structure and multidimensional characters to self-monitor and self-correct and meaning is lost</p>	<p>Mini Lesson: SAS.U1.RML1</p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> <p>Mini Lesson: SAS.U1.RML2</p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> <p>Mini Lesson: SAS.U1.RML3</p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> 	
<p>Studying Informational Books</p> <p>4 mini lessons</p>	<p>-Notice and understand the characteristics of informational books as a genre</p> <p>-Create a working definition for informational books</p> <p>-Understand that authors give facts about a single topic in informational books</p> <p>-Notice and identify the different organizational structures of</p>	<p>Mini Lesson: LA.U11.RML1</p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> <p>Mini Lesson: LA.U11.RML2</p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> 	

	<p>informational texts</p>	<ul style="list-style-type: none"> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LA.U11.RML3</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LA.U11.RML4</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> 	
<p>Thinking about the Topic in Nonfiction Books</p> <p>6 mini lessons</p>	<p>-Infer the author's attitude toward the topic of a nonfiction book</p> <p>-Infer the importance of a topic of a nonfiction book</p> <p>-Think about prior knowledge before reading nonfiction and newly acquired knowledge after reading</p> <p>-Notice the main topic of a nonfiction text and subtopics</p> <p>-Think across nonfiction texts to construct knowledge of a topic</p> <p>-Examine the quality or accuracy of the text, citing the evidence for opinions</p>	<p>Mini Lesson: LA.U14.RML1</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LA.U14.RML2</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LA.U14.RML3</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LA.U14.RML4</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LA.U14.RML5</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> 	

		<ul style="list-style-type: none"> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LA.U14.RML6</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> 	
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ELA.L.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.3.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
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.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.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.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.W.AW.3.1.A	Introduce an opinion clearly.
ELA.W.AW.3.1.B	Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
ELA.W.AW.3.1.C	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
ELA.W.AW.3.1.D	Provide a conclusion related to the opinion presented.
ELA.W.IW.3.2.D	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
ELA.W.IW.3.2.E	Provide a conclusion related to the information or explanation presented.
ELA.W.NW.3.3.E	Provide a conclusion or sense of closure that follows the narrated experiences or events.
ELA.SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures around the World based off IRAs.

Science-Research animals and plants from IRAs

Math- create graphs and charts based on popularity of IRA (after each Unit have students poll each other)

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 4: Life Lessons and Honoring Traditions

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **3 Weeks**
Status: **Published**

Summary of the Unit

Multicultural literature serves as a powerful tool in enabling students to gain a better understanding of both their own culture and the cultures of others. Students therefore develop greater cognitive skills as they learn to engage with and critically evaluate the texts that they read. Students will begin to notice their own family cultures based on these stories. Students will learn how a person's background and heritage creates the person they become. The text sets included in this unit are Realistic Fiction and Honoring Traditions. Throughout this unit, students will work on their foundational skills of reading behaviors and the proper procedures for the classroom literacy block. Teachers can refer to the management lessons found in The Reading Minilessons Book for additional launching lessons.

Enduring Understandings

- Accept and respect each other and **our** beliefs
- Culture is an invisible bond that ties a community together
- You feel you belong in a place when you have something to contribute
- People's past influences their future

Essential Questions

- Why are traditions important?
- What is the writer's reason for writing?
- How do an author or illustrator make decisions to interest readers?
- Why is it important to understand our culture?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, BAS, Reading Records, Cold read assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 5

- Reader's Notebook
- Book Talk
- Fluency
- Nonfiction Books
- Summarize
- Main Idea and Details
- Character Change
- Text Features

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

IRA Text Set including:

- *Honoring Traditions*
- *Realistic Fiction*

Shared Reading Texts:

- *Light My Way*
- *Far Above Earth*
- *Exploring Underground*

Optional Related Read Alouds (can be used in between IRA texts):

- Action Jackson. By: Jan Greenberg, Sandra Jordan.
- Babe the Gallant Pig. By: Dick King-Smith.
- Because of Winn-Dixie. By: Kate DiCamillo.
- Charlotte's Web. By: E.B. White.

o Flora and Ulysses: The Illuminated Adventures. By: Kate DiCamillo.

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Interactive Read Alouds (IRA)			

<p>IRA TEXT SET (pair with one RML) (pair with SR)</p> <p>Realistic Fiction</p>	<p>-Notice and understand characteristics of fiction, such as setting and characters</p> <p>-Infer the relationship between the girl and Pa from their dialogue and behavior</p> <p>-Make connections between SkySisters and Owl Moon</p> <p>-Notice how the author uses figurative language to make a setting vivid</p> <p>-Notice and understand realistic and fantasy elements</p> <p>-make inferences about characters</p> <p>-Notice the main character's change and infer the reasons for it</p> <p>-notice and think critically about the author's informal writing style</p>	<p><u>IRA</u> (Interactive Read-Aloud): Utilize the IRA Folder to complete the following steps for each book:</p> <ul style="list-style-type: none"> ● Introduce the Text ● Read the Text ● Discuss the Text ● Respond to the Text (Shared Interactive Writing or Independent Response to Reading) <p>IRA:</p> <ul style="list-style-type: none"> ● Owl Moon ● Sky Sisters ● Tomas and the Library Lady ● Dancing in the Wings ● Dumpling Soup 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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<p>Honoring Traditions</p>	<p>-Notice and understand characteristics of realistic fiction, such as believable settings and characters</p> <p>-Make connections between Deep in Sahara and Bintou's Braids</p> <p>-notice how the little girl changes, and infer reasons from events in the plot</p> <p>-Use evidence from the text and illustration to infer the character's traits.</p> <p>-notice how details in the illustrations reflect setting and culture</p> <p>-Learn and discuss traditions related to Chinese New Year</p> <p>-Notice how Vinson changes and infer reasons from events in the plot</p> <p>-Infer Nadia's feelings from text and details in the illustrations</p> <p>-Understand the value of tradition</p>	<ul style="list-style-type: none"> ● Bintou's Braid ● Deep in the Sahara ● Crane Boy ● Crouching Tiger ● Nadia's Hands 	
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SHARED READING TEXT (one text per week)

<p>Shared Reading Lessons (SR)</p> <ul style="list-style-type: none"> ● Light My Way ● Far Above Earth ● Exploring Underground 	<p>-Read with appropriate phrasing, pausing, intonation, word stress, and rate.</p> <p>-Adjust the voice to reflect the mood of the text: e.g., frustration, fear, relief.</p> <p>-search for information in multiple phrases</p> <p>-search for information in text features and throughout the text</p>	<p>Day 1 -Teacher reads the story to students. Then students read all or parts of the story chorally.</p> <p>Day 2-Reread story or parts of the story and complete related activity based on F&P guide.</p> <p>Options include:</p> <p>-Have partners read the text together, alternating pages or journal entries.</p> <p>-Have students read the small book to a partner, taking turns reading pages or the whole book.</p> <p>-Have a group of students listen to the text at the listening center, following along in the small book version.</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Respond to reading independent and shared writing activities</p> <p>-Graphic organizers</p> <p>-Exit ticket</p>
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Reading Mini Lessons (one a day)

<p><u>Main Idea and Details</u></p> <p>4 minilessons</p>	<p>-Identify the main idea and detail</p> <p>-Understand details vs. main ideas</p>	<p>Complete with Non-fiction and Fiction Text**Use past IRL NF**</p> <p>Mini Lesson 1-First, teacher will reread a IRA the class has already read. Then students will work together to find the details in the text read aloud. Students will share their responses with the class. Finally, have a class discussion about details. During Daily 5 or Guided Reading, have students try it individually.</p> <p>Mini Lesson 2-Complete same lesson with a new book. This time students will work together to determine the main idea based off the details.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<p><u>Writing About Nonfiction Books in a Reader's Notebook</u></p> <p>3 Mini Lessons</p>	<p>-Reflect in writing both prior knowledge and new knowledge from a text</p> <p>-Form and record questions in response to important information</p> <p>-Use information from nonfiction reading to make an all about book</p>	<p><u>Mini Lesson: WAR.U5.RML1</u></p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> <p><u>Mini Lesson: WAR.U5.RML2</u></p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> <p><u>Mini Lesson: WAR.U5.RML3</u></p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>

<p><u>Studying Authors and Illustrators</u></p> <p>2 Mini Lessons</p>	<p>*Use with Janell Cannon</p> <p>-Understand that an author or illustrator usually writes several books and that there are often recognizable characteristics across the books</p> <p>-Understand that the authors sometimes get writing ideas from their own life</p>	<p><u>Mini Lesson:</u> <u>LA.U2.RML1</u></p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> <p><u>Mini Lesson:</u> <u>LA.U2.RML2</u></p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> 	
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<p><u>Understanding Plot</u></p> <p>4 Mini Lessons</p>	<p>-Notice and understand a simple plot with problem and solution</p> <p>-Understand that stories can have more than one problem</p> <p>-Understand how a story leads up to and changes after the climax</p> <p>-Recognize and discuss aspects of narrative structure:beginning, series of events, high point of the story, problem, resolution, and ending</p>	<p><u>Mini Lesson:</u> <u>LA.U22.RML1</u></p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> <p><u>Mini Lesson:</u> <u>LA.U22.RML2</u></p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> <p><u>Mini Lesson:</u> <u>LA.U22.RML3</u></p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> <p><u>Mini Lesson:</u> <u>LA.U22.RML4</u></p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> 	
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<p><u>Thinking About the Setting in Fiction Books</u></p> <p>3 Mini Lessons</p>	<p>-Infer the setting from the pictures and words</p> <p>-Notice settings can be distant in time and place from their own experience</p> <p>-Infer the importance of the setting to the plot of the story</p>	<p><u>Mini Lesson:</u> <u>LA.U21.RML1</u></p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> <p><u>Mini Lesson:</u> <u>LA.U21.RML2</u></p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> <p><u>Mini Lesson:</u> <u>LA.U21.RML3</u></p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> 	
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- ELA.L.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
- ELA.L.WF.3.3.H Paraphrase a main idea or event in order to vary sentence structure and word use.
- ELA.L.WF.3.3.I Organize ideas into paragraphs with main ideas and supporting details.
- 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.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.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.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.W.IW.3.2.C Include text features (e.g.: illustrations, diagrams, captions) when useful to support

	comprehension.
ELA.W.NW.3.3.A	Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
ELA.W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
ELA.SL.PE.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
ELA.SL.PE.3.1.D	Explain their own ideas and understanding in light of the discussion.
ELA.SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELA.SL.PI.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
ELA.SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
ELA.SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SOC.6.1.4.A.CS10	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
SOC.6.1.4.B.CS7	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.
3-ESS2-2.8.1	Obtain and combine information from books and other reliable media to explain phenomena.
3-ESS3-1.ESS3.B.1	A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions,

provide I charts for centers, let students read books to self before reading story to study pictures

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with meaningful items to their family. Have each child do a show and tell with the objects they brought in.

Gifted Students- Create a new story with the same characters during Daily 5 time, research projects on topics of IRA, leadership roles in Daily 5 centers, above grade level texts available for Daily 5 book bag

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

storiestogrowby.org/readers-theater-play-scripts

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures around the World based off IRAs.

Science-Research animals and plants from IRAs

Math- create graphs and charts based on popularity of IRA (after each Unit have students poll each other)

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when

presenting to an audience.

Unit 5: Facing Challenges and the Importance of Determination

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **5 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will further their understanding that lessons can be learned from the characters we meet in stories. Characters have something to teach us through their struggles and problems. Children learn emotional intelligence can help children face challenges. Students also need to improve their problem solving skills and keep up their determination during a problem. In this unit they will read the text sets Facing Challenges and The Importance of Determination. Students will continue to summarize the stories they have read, as well as begin to use character change in their retell.

Enduring Understandings

- Characters change throughout a text for many reasons.
- Author's write books to share a message
- The setting can give clues about a story
- The setting can create mood
- Emotional intelligence can help children face challenges

Essential Questions

- Why is it important to face challenges?
- Why is determination important?
- What can characters teach us about our own life?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, DRA, PMA, Running Records, Reading Records, Cold read assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor

charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Making Connections
- Text Features
- Theme
- Character Change
- Message
- Connections
- Setting
- Predictions
- Mood

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

Text Set including:

- *Facing Challenges*
- *The Importance of Determination*

Shared Reading Lessons (SR)

- *Mixed-Up Monsters*
- *The Backwards Poem*
- *Nerman's Revenge*

Optional Related Read Alouds (can be used in between FPC texts):

- *The One and Only Ivan* by Katherine Applegate
- *The BFG* by Roald Dahl
- *The Hundred Dresses* by Eleanor Estes
- *Mystery at the Club Sandwich* by Doug Cushman
- *The Seven Wonders of Sassafras Springs* by Betty G. Birney
- *1621: A New Look at Thanksgiving* by Catherine O’Neill Grace
- *Virgie Goes to School with Us Boys* by Elizabeth Fitzgerald Howard

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Interactive Read Aloud (IRA)			

<p>IRA TEXT SET</p> <p>(pair with one RML)</p> <p>(pair with SR)</p> <p>Facing Challenges</p>	<p>-Infer the message of Ish</p> <p>-Connect the themes of creativity and imperfection in Ish to their own experiences</p> <p>-Make connections between First Day in Grapes and Ish</p> <p>-Infer what characters are feeling from facial expressions or gestures</p> <p>-Notice the authors informal writing style</p> <p>-Notice how the author uses figurative language</p> <p>-Notice character change</p> <p>-Infer themes close to their own experiences</p> <p>-Connect texts by a range of categories</p>	<p><u>IRA</u> (Interactive Read-Aloud): Utilize the IRA Folder to complete the following steps for each book:</p> <ul style="list-style-type: none"> ● Introduce the Text ● Read the Text ● Discuss the Text ● Respond to the Text (Shared Interactive Writing or Independent Response to Reading) <ul style="list-style-type: none"> ● Ish ● First Day in Grapes ● Gettin' Through Thursday ● Chin Chaing and The Dragon's Dance ● Goal! 	<p>Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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	-Infer the message in Goal!		
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<p>IRA TEXT SET (pair with one RML)</p> <p>(pair with SR)</p> <p>The Importance of Determination</p>	<p>-Infer the importance of the early dawn setting to the plot of The Paperboy</p> <p>-Notice how Dav Pilkey shows the passage of time through illustrations</p> <p>-Recognize how the setting and culture is reflected in the characters' behavior</p> <p>-make predictions about story events</p> <p>-Understand and articulate the author's message</p> <p>-Understand important information and details and use evidence to support opinions and statements</p> <p>-Recognize how the setting and culture is reflected in the character's words and actions</p> <p>-Notice how the illustrator shows movement and the passage of time</p>	<ul style="list-style-type: none"> ● The Paperboy ● Ruby's Wish ● Nothing But Trouble: The Story of Althea Gibson ● Soccer Star ● The Patchwork Quilt 	
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	<p>-Notice how characters change over the course of the story</p> <p>- Notice characters' feelings shown in expressions and gestures in the illustrations</p>		
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Shared Reading (1 book a week)

<p>Shared Reading Lessons (SR)</p> <ul style="list-style-type: none"> • Mixed-Up Monsters • The Backwards Poem • Nerman's Revenge 	<p>-Read and understand poetry</p> <p>-Understand fantasy genre</p> <p>-Read with appropriate phrasing, pausing, intonation, word stress, and rate.</p> <p>-Use some academic language to talk about literary features (e.g., setting, character change, dialogue).</p> <p>-Adjust the voice</p>	<p>Day 1 -Teacher reads the story to students. Then students read all or parts of the story chorally.</p> <p>Day 2-Reread story or parts of the story and complete related activity based on F and P guide.</p> <p>Options include:</p> <ul style="list-style-type: none"> -Have partners read the text together, alternating pages or journal entries. -Have students read the small book to a partner, taking turns reading pages or the whole book. -Have a group of students listen to the text at the 	<p>-observation through discussion/anecdotal notes</p> <p>-respond to reading independent and shared writing activities</p> <p>-graphic organizers</p> <p>-exit ticket</p>
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	<p>to reflect the mood of the text: e.g., frustration, fear, relief.</p> <p>-Break a word into syllables to decode manageable units.</p>	<p>listening center, following along in the small book version.</p>	
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RML (1 a Day)

<p><u>Studying Realistic Fiction</u></p> <p>8 Mini Lessons</p>	<p>-Notice and understand the characteristics of realistic fiction</p> <p>-The definition of realistic fiction is what is always true about it</p> <p>-Understand that characters are always imagined but seem real in realistic fiction</p> <p>-Understand that realistic fiction stories are sometimes set in an imagined place that could exist in real life</p> <p>-Understand that realistic fiction stories are sometimes set in areal places even though the characters and stories are imagined</p> <p>-Understand that authors create story problems that could be real in realistic fiction</p> <p>-Understand that realistic fiction stories end in a realistic way</p> <p>-Relate texts to their own lives</p>	<p><u>Mini Lesson: LA.U17.RML1</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: LA.U17.RML2</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: LA.U17.RML3</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: LA.U17.RML4</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: LA.U17.RML5</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: LA.U17.RML6</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> 	
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and think about
the author's
message

- *Share*

Mini Lesson: LA.U17.RML7

- *Mini Lesson*
- *Have a Try*
- *Summarize and Apply*
- *Share*

Mini Lesson: LA.U17.RML8

- *Mini Lesson*
- *Have a Try*
- *Summarize and Apply*
- *Share*

<p><u>Solving Words</u></p> <p>8 Mini Lessons</p>	<p>-Use a finger to help take apart two-or-three syllable words</p> <p>-Learn to take apart words between two consonants, keeping consonant diagraphs together</p> <p>-Learn to take apart words after the first syllable when the syllable ends in a long vowel sound</p> <p>-Learn to take apart words after the syllable that ends with a consonant and has a short vowel sound</p> <p>-Learn to take apart a word between vowels</p> <p>-Learn to take apart words before the consonant and le</p> <p>-Learn to remove the prefix and suffix to take apart the new word</p> <p>-Search for and use familiar parts of a word to help</p>	<p><u>Mini Lesson: SAS.U2.RML1</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: SAS.U2.RML2</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: SAS.U2.RML3</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: SAS.U2.RML4</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: SAS.U2.RML5</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: SAS.U2.RML6</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> 	
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	<p>read the word</p> <p>-Understand that sometimes a writer tells the meaning of a word in the sentence, paragraph, or somewhere in the book</p> <p>-Understand that writers sometimes use synonyms within a sentence to explain the meaning of a word</p>	<ul style="list-style-type: none"> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: SAS.U2.RML7</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: SAS.U2.RML8</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: SAS.U2.RML9</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: SAS.U2.RML10</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: SAS.U2.RML11</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> 	
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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.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
ELA.L.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.WF.3.3.F	Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
ELA.L.VL.3.2.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
ELA.L.VI.3.3.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ELA.L.VI.3.3.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
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.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.PP.3.5	Distinguish their own point of view from that of the author of 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).
ELA.W.WP.3.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
ELA.SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
ELA.SL.PE.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
ELA.SL.PE.3.1.D	Explain their own ideas and understanding in light of the discussion.
ELA.SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELA.SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SOC.6.1.4.A.CS10	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
SOC.6.1.4.B.CS7	Urban areas, worldwide, share common physical characteristics, but may also have

	cultural differences.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
3-ESS2-2.8.1	Obtain and combine information from books and other reliable media to explain phenomena.
3-ESS3-1.ESS3.B.1	A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.
3-LS4-1.LS4.A.1	Some kinds of plants and animals that once lived on Earth are no longer found anywhere.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with meaningful items to their family. Have each child do a show and tell with the objects they brought in.

Gifted Students- Create a new story with the same characters during Daily 5 time, research projects on topics of IRA, leadership roles in Daily 5 centers, above grade level texts available for Daily 5 book bag

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

storiestogrowby.org/readers-theater-play-scripts

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures around the World based off IRAs.

Science-Research animals and plants from IRAs

Math- create graphs and charts based on popularity of IRA (after each Unit have students poll each other)

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 6: Exploring the World Around Us

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

The benefits of reading to animals isn't just for the children. Animals are also helped from the attention they receive. It gives kids a sense of purpose when they sense the animals are benefiting from their kindness and attention through the act of reading. Biographies will begin in this unit to help readers love to learn. Throughout this unit, students will work on their foundational skills of reading behaviors and the proper procedures for the classroom literacy block. They will begin to read while learning many Social Studies and Science facts and details.

Enduring Understandings

- Facts can be learned through story
- Nonfiction can include Poetry and Biography
- Author's write books to share a message
- Nonfiction text features can be used to understand the text
- Biographies can help understand the past world to better understand the current world

Essential Questions

- Why is it important to learn about the animals that share our world?
- What is the writer's reason for writing?
- How does an author or illustrator make decisions to interest readers?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, BAS, Reading Records, Cold read assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor

charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Learning Facts
- Biography
- Non-fiction Text features
- learn from reading

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

- *Animal Journeys*
- *Biography*
- *Dianna Hutts Aston and Sylvia Long*

Shared Reading Lessons (SR)

- *Baseball for Pedro*
- *Callaloo Soup*
- *Tiny But Fierce*

Optional Related Read Alouds (can be used in between FPC texts):

- *The One and Only Ivan* by Katherine Applegate
- *The BFG* by Roald Dahl
- *The Hundred Dresses* by Eleanor Estes

- *Mystery at the Club Sandwich* by Doug Cushman
- *The Seven Wonders of Sassafras Springs* by Betty G. Birney
- *1621: A New Look at Thanksgiving* by Catherine O’Neill Grace
- *Virgie Goes to School with Us Boys* by Elizabeth Fitzgerald Howard

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Interactive Read Aloud (IRA)			
<p>IRA TEXT SET (pair with one RML) (SR 1 text per week)</p> <p>Animal Journeys</p>	<p>-Notice, use, and understand the purpose of a map to show the journey of the peregrine falcon</p> <p>-Learn new concepts about peregrine falcons</p> <p>-Notice and remember the important events in temporal sequence and tell them in order</p> <p>-infer author's message</p> <p>-Notice and understand the purpose of some text resources</p> <p>-Make connections among the</p>	<p><u>IRA</u> (Interactive Read-Aloud): Utilize the IRA Folder to complete the following steps for each book:</p> <ul style="list-style-type: none"> • Introduce the Text • Read the Text • Discuss the Text • Respond to the Text (Shared Interactive Writing or Independent Response to Reading) • The Peregrine's Journey:A Story of Migration • A Mother's Journey • North:The Amazing Story of Arctic Migration 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>

	<p>content and ideas in North</p> <p>-Infer the messages in Hachiko</p> <p>-Infer themes close to their own experience</p>	<ul style="list-style-type: none"> ● Hachiko: The True Story of a Loyal Dog 	
<p>IRA TEXT SET (pair with one RML)</p> <p>(SR 1 text per week)</p> <p>Biography</p>	<p>-Notice characteristics of a biography</p> <p>-Recognize and understand types of poetry when they appear in nonfiction</p> <p>-Infer the messages in Odd Boy Out</p> <p>-Notice when a writer is telling information in a sequential order</p> <p>-Infer the importance of Tyree Guyton's contribution to Detroit</p> <p>-Connect texts</p> <p>-Infer the importance of Kate Sessions' accomplishments</p>	<ul style="list-style-type: none"> ● Nobody Owns the Sky: The Story of "Brave Bessie" Coleman ● Odd Boy Out: Young Albert Einstein ● Magic Trash: A Story of Tyree Guyton and His Art ● The Tree Lady ● Wangari Maathai: The Woman Who Planted Millions of Trees 	

	<p>-Notice and understand some elements of poetry when they appear in nonfiction</p> <p>-Infer the importance of Wangari Maathai's accomplishments</p>		
<p>IRA TEXT SET (pair with one RML)</p> <p>(SR 1 text per week)</p> <p>Diana Hutts Aston and Sylvia Long</p>	<p>-Recognize Dianna Hutt Aston's work based on title, topic, and style</p> <p>-Learn information about eggs</p> <p>-Recognize Dianna Hutt Aston's work based on title, topic, and style</p> <p>-Learn new information about seeds</p> <p>-Recognize Dianna Hutt Aston's work based on title, topic, and style</p> <p>-Learn new information about butterflies</p> <p>-Recognize Dianna Hutt Aston's work based on title,</p>	<ul style="list-style-type: none"> ● An Egg is Quiet ● A Seed is Sleepy ● A Butterfly is Patient ● A Rock is Lively 	

	topic, and style		
	-Learn new information about rocks		
Shared Reading Lessons (SR) 1 text a week			
Shared Reading Lessons (SR)	-Read with appropriate phrasing, pausing, intonation, word stress, and rate.	Day 1 -Teacher reads the story to students. Then students read all or parts of the story chorally.	-observation through discussion/anecdotal notes
<ul style="list-style-type: none"> ● Baseball for Pedro ● Callaloo Soup ● Tiny But Fierce 	-Adjust the voice to reflect the mood of the text: e.g., frustration, fear, relief.	Day 2-Reread story or parts of the story and complete related activity based on F and P guide.	-respond to reading independent and shared writing activities
	-read and decode high frequency words	Options include:	-graphic organizers
	-understand meaning in context	-Have partners read the text together, alternating pages or journal entries.	-exit ticket
		-Have students read the small book to a partner, taking turns reading pages or the whole book.	
		-Have a group of students listen to the text at the listening center, following along in the small book version.	
RML (1 a Day)			
<u>Understanding Character Traits</u>	-Infer characters' traits as revealed through their behavior and dialogue	<u>Mini Lesson:</u> <u>LA.U25.RML1</u>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.
5 Mini Lessons	-Infer characters' trait as revealed through their	<ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> 	-Observation through discussion / anecdotal notes
			-Respond to Reading independent and shared

	<p>inner thoughts</p> <p>-Infer a characters' traits from the physical details the illustration includes about them</p> <p>-Infer characters' traits through what other characters say or think about them</p>	<p><u>Mini Lesson:</u> <u>LA.U25.RML2</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson:</u> <u>LA.U25.RML3</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson:</u> <u>LA.U25.RML4</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson:</u> <u>LA.U25.RML5</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> 	<p>writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<p><u>Thinking About Character Change</u></p> <p>3 Mini Lessons</p>	<p>-Recognize that characters can have dimensions can be good but make mistakes and can change</p> <p>-Notice character</p>	<p><u>Mini Lesson:</u> <u>LA.U25.RML1</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> 	

	<p>change and infer reasons from events of the plot</p> <p>-Connect characters across texts and understand that different books teach the same lesson</p>	<p><u>Mini Lesson:</u> <u>LA.U25.RML2</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson:</u> <u>LA.U25.RML3</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> 	
<p>Studying Biography</p> <p>7 minilessons</p>	<p>-Biographies are alike in many ways</p> <p>-The definition of a biography is what is always true about it</p> <p>-A biography is the story of a person's life written by someone else</p> <p>-The author includes facts about the person's life</p> <p>-Think about why the writer wrote a book about the person</p> <p>-Understand that</p>	<p><u>Mini Lesson:</u> <u>LA.U12.RML1</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson:</u> <u>LA.U12.RML2</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson:</u> <u>LA.U12.RML3</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson:</u> <u>LA.U12.RML4</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and</i> 	

	<p>biographies are usually told in chronological order</p> <p>-The author of a biography gives an important message</p>	<p><i>Apply</i></p> <ul style="list-style-type: none"> ● <i>Share</i> <p><u>Mini Lesson:</u> <u>LA.U12.RML5</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson:</u> <u>LA.U12.RML6</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson:</u> <u>LA.U12.RML7</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> 	
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- ELA.L.RF.3.3.C Decode multisyllable words.
- ELA.L.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- ELA.L.WF.3.3.A Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- ELA.L.WF.3.3.B Capitalize appropriate words in titles.
- ELA.L.WF.3.3.C Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- ELA.L.WF.3.3.H Paraphrase a main idea or event in order to vary sentence structure and word use.
- ELA.L.WF.3.3.I Organize ideas into paragraphs with main ideas and supporting details.
- ELA.L.KL.3.1.A Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- ELA.L.KL.3.1.B Choose words and phrases for effect.
- ELA.L.KL.3.1.C Recognize and observe differences between the conventions of spoken and written English.
- ELA.L.VL.3.2.A Use sentence-level context as a clue to the meaning of a word or phrase.
- ELA.L.VL.3.2.B Determine the meaning of the new word formed when a known affix is added to a known

	word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
ELA.L.VL.3.2.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
ELA.L.VL.3.2.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
ELA.L.VI.3.3.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ELA.L.VI.3.3.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
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.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.PP.3.5	Distinguish their own point of view from that of the author of a text.
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.W.AW.3.1.A	Introduce an opinion clearly.
ELA.W.AW.3.1.B	Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
ELA.W.AW.3.1.D	Provide a conclusion related to the opinion presented.
ELA.W.WP.3.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.3.4.B	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.3.4.C	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
ELA.SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
ELA.SL.PE.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
ELA.SL.PE.3.1.D	Explain their own ideas and understanding in light of the discussion.
ELA.SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELA.SL.PI.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

ELA.SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
ELA.SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SCI.3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard.
SCI.3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.
SOC.6.1.4.A.CS10	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
SOC.6.1.4.B.CS7	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.
SOC.6.1.5.EconEM.4	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
SOC.6.3.5.CivicsPD.1	Develop an action plan that addresses issues related to climate change and share with school and/or community members.
SOC.6.3.5.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
SOC.6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
3-ESS2-2.8.1	Obtain and combine information from books and other reliable media to explain phenomena.
3-ESS3-1.ESS3.B.1	<p>A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.</p> <p>Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.</p> <p>Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.</p> <p>Some kinds of plants and animals that once lived on Earth are no longer found anywhere.</p>

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with meaningful items to their family. Have each child do a show and tell with the objects they brought in.

Gifted Students- Create a new story with the same characters during Daily 5 time, research projects on topics of IRA, leadership roles in Daily 5 centers, above grade level texts available for Daily 5 book bag

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

storiestogrowby.org/readers-theater-play-scripts

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures around the World based off IRAs.

Science-Research animals and plants from IRAs

Math- create graphs and charts based on popularity of IRA (after each Unit have students poll each other)

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 7: Understanding the Passage of Time and the Natural World

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **5 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to learn about the beauty found in the world. They will become engaged through thought-provoking questions about finding the beauty in the details, as well as the beauty of giving to others. Students will work on the text sets *The Passage of Time* and *Author's Point of View*. Throughout this unit, students will work on their foundational skills of reading behaviors and the proper procedures for the classroom literacy block. They will begin to read while learning many Social Studies and Science facts and details.

Enduring Understandings

- notice problems in the world and problem solve solutions for them
- understand how passage of time affect our lives
- how an author feels about a topic by the words they choose
- notice and appreciate the world around us

Essential Questions

- What are the problems in our current world?
- How does the passage of time affect our lives?
- How do you know how an author feels about a topic?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, BMA, Reading Records, Cold read assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Making Connections

- Message
- Connections
- Mood

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

- *The Passage of Time*
- *Author's Point of View*

Shared Reading Lessons (SR)

- *Hummingbird's Nest*
- *A Meerkat Day*
- *Wolf Pack*

Optional Related Read Alouds (can be used in between FPC texts):

- *The One and Only Ivan* by Katherine Applegate
- *The BFG* by Roald Dahl
- *The Hundred Dresses* by Eleanor Estes
- *Mystery at the Club Sandwich* by Doug Cushman
- *The Seven Wonders of Sassafras Springs* by Betty G. Birney
- *1621: A New Look at Thanksgiving* by Catherine O'Neill Grace

- *Virgie Goes to School with Us Boys* by Elizabeth Fitzgerald Howard

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Interactive Read Alouds (IRA)			

<p>IRA TEXT SET (pair with one RML)</p> <p>SR (one text per week)</p> <p>The Passage of Time</p>	<p>-Recognize that the story is set in two different time periods</p> <p>-Make inferences about how characters' feelings effect relationships</p> <p>-Think about how the world has changed over time</p> <p>-Ask questions to deepen understanding of the story</p> <p>-Notice how the writer shows passage of time</p> <p>-Notice, use, and understand the purpose of print features</p> <p>-Notice and compare ways writer's show passage of time</p> <p>-Notice how the author uses repetition and italics to help readers recognize and understand flashbacks</p>	<ul style="list-style-type: none"> ● The Quilt Story ● And Still the Turtle Watched ● Our Seasons ● The Sunset of Miss Olivia Wiggins 	<p>-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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<p>IRA TEXT SET (pair with one RML)</p> <p>SR (one text per week)</p> <p>Author's Point of View</p>	<p>-Infer the author's purpose and message</p> <p>-Be aware when the teacher is reading bulleted lists</p> <p>-Learn concepts about fossil fuels</p> <p>-Infer the significance nonfiction content has to their own lives</p> <p>-Gain new understandings from searching for and using information found in text body and sidebars</p> <p>-Infer the larger message that working as a community can solve big problem</p> <p>-Infer the writer's purpose in writing Meadowlands</p> <p>-Infer the importance of a topic of nonfiction text</p> <p>-Learn new concepts about endangered animals</p> <p>-Infer the author's</p>	<ul style="list-style-type: none"> ● Oil Spills! ● What's So Bad About Gasoline? Fossil Fuels and What They Do ● Energy Island: How One Community Harnessed the Wind and Changed Their World ● Meadowlands: A Wetland Survival Story ● Almost Gone: The World's Rarest Animals 	<p>-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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	<p>purpose and message</p>		
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Shared Reading Lessons (SR)

<p>Shared Reading Lessons (SR)</p> <ul style="list-style-type: none"> • Humingbird's Nest • A Meerkat Day • Wolf Pack 	<p>-Read with appropriate phrasing, pausing, intonation, word stress, and rate.</p> <p>-Adjust the voice to reflect the mood of the text: e.g., frustration, fear, relief.</p> <p>-learn new vocabulary words</p> <p>-search for information throughout a text</p>	<p>Day 1 -Teacher reads the story to students. Then students read all or parts of the story chorally.</p> <p>Day 2-Reread story or parts of the story and complete related activity based on F and P guide.</p> <p>Options include:</p> <p>-Have partners read the text together, alternating pages or journal entries.</p> <p>-Have students read the small book to a partner, taking turns reading pages or the whole book.</p> <p>-Have a group of students listen to the text at the listening center, following along in the small book version.</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Respond to reading independent and shared writing activities</p> <p>-Graphic organizers</p> <p>-Exit ticket</p>
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Reading Mini Lessons (one a day)

<p>Maintaining Fluency</p> <p>6 Mini Lessons</p>	<p>-Notice the punctuation and show it with your voice</p> <p>-Read the word the way the author shows you with the print</p> <p>-Put your words together so it sounds like talking</p> <p>-Make your reading sound interesting</p> <p>-Read the dialogue the way to character said it</p>	<p><u>Mini Lesson: WAR.U3.RML1</u> <u>pg 460</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: WAR.U3.RML2</u> <u>pg 462</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: WAR.U3.RML3</u> <u>pg 464</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: WAR.U2.RML4</u> <u>pg 466</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: WAR.U2.RML5</u> <u>pg 468</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: WAR.U2.RML6</u> <u>pg 470</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> 	<p>-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes - Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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<p>Using Text Features to Gain Information</p> <p>4 Mini Lessons _</p>	<p>-Understand the purpose of headings as an organizational tool.</p> <p>-Use text features to gain information</p> <p>-Notice when authors include extra information to help you understand a topic.</p> <p>-Notice when authors use a timeline to show important events.</p>	<p><u>Mini Lesson: LA.U16.RML1</u> <u>pg 297</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: LA.U16.RML2</u> <u>pg 298</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: LA.U16.RML3</u> <u>pg 300</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: LA.U16.RML4</u> <u>pg 302</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> 	<p>Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes - Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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<p>Noticing How Authors Choose to Organize Nonfiction</p> <p>4 lessons</p>	<p>-Notice when an author uses a narrative text structure and tells information in chronological order</p> <p>-Understand that a writer can tell about something that always happens in the same</p> <p>-sometimes nonfiction authors group information that goes together</p> <p>-Notice when an author uses a question and answer structure</p>	<p><u>Mini Lesson: LA.U13.RML1</u> <u>pg 260</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: LA.U13.RML2</u> <u>pg 266</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: LA.U13.RML3</u> <u>pg 264</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: LA.U13.RML4</u> <u>pg 266</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> 	<p>Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes - Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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<p>Learning Information from Illustrations/Graphics</p> <p>4 lessons</p>	<p>-Understand that graphics provide important information</p> <p>-Recognize and use labels and captions to gain information from illustration</p> <p>-Recognize and use maps and legends to gain information about a topic</p> <p>-Recognize and use diagrams and infographics to gain information about a topic</p>	<p><u>Mini Lesson: LA.U15.RML1</u> <u>pg 286</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: LA.U15.RML2</u> <u>pg 288</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: LA.U15.RML3</u> <u>pg 290</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: LA.U15.RML4</u> <u>pg 292</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> 	<p>Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes - Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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<p>Thinking About The Author's Message</p> <p>4 minilessons</p>	<p>-Infer messages in a word of fiction</p> <p>-Infer messages in a work of nonfiction</p> <p>-Think across works of fiction and nonfiction to derive larger messages</p> <p>-Notice how illustrations and graphics help to communicate the writer's message</p>	<p><u>Mini Lesson: LA.U7.RML1 pg 180</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: LA.U7.RML2 pg 182</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: LA.U7.RML3 pg 184</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p><u>Mini Lesson: LA.U7.RML4 pg 186</u></p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> 	<p>Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes - Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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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.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.
ELA.SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
ELA.SL.PE.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
ELA.SL.PE.3.1.D	Explain their own ideas and understanding in light of the discussion.
ELA.SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELA.SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
ELA.SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SCI.3-LS3-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
SCI.3-LS4-1	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
SOC.6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
SOC.6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
SOC.6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
SOC.6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
SOC.6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
3-ESS3-1.ESS3.B.1	A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.
3-LS4-1.LS4.A.1	Some kinds of plants and animals that once lived on Earth are no longer found anywhere. Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.

Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.

Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.

Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations.

When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.

Some kinds of plants and animals that once lived on Earth are no longer found anywhere.

For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.

Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.

Climate Change

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.

Climate Change Example: After reading the books, Meadowlands and Almost Gone have students compare and contrast key details that describe how and why animals are becoming endangered or extinct and discuss climate change has had an impact on these animals.

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Climate Change Example: After reading Energy Island, have students learn about energy sources in their community. A guest speaker (such as a representative from the local government or energy company or the) can be invited in to speak to the students about energy sources. Students can generate a list of questions, such as those listed below. Students can share their findings with the class.

- *Do most businesses, homes, or schools use oil?*
- *How does the oil get to us?*
- *How do we get our electricity?*
- *How do our homes (or school) stay warm?*
- *What kinds of renewable energy is available?*
- *What can we do to reduce our dependence on fossil fuels?*

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with meaningful items to their family. Have each child do a show and tell with the objects they brought in.

Gifted Students- Create a new story with the same characters during Daily 5 time, research projects on topics of IRA, leadership roles in Daily 5 centers, above grade level texts available for Daily 5 book bag

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

storiestogrowby.org/readers-theater-play-scripts

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures around the World based off IRAs.

Science-Research animals and plants from IRAs

Math- create graphs and charts based on popularity of IRA (after each Unit have students poll each other)

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in

different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 8: Exploring Fables, Folktales, Purquoi Tales and Fractured Fairy Tales

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to understand the characteristics of different tales. Students will be able to explore the differences and similarities between different tale stories. Allow students to experience one of the ways a society develops a sense of moral behavior in its children. Children today can learn from this rich literary heritage, which provides both a window into other cultures, and a mirror that allows viewers to reflect more clearly on aspects of their own culture. Readers will also begin to think about what the characters are thinking based on their facial expressions and gestures.

Enduring Understandings

- Folktales show the things that different cultures have in common
- people write for many different purposes
- understanding different cultures help us to understand the world around us
- you can learn valuable lessons from folktales

Essential Questions

- Why are fables important to people?
- Why are folktales important to people?
- Why are purquoi tales important to people?
- What makes these stories familiar and fun to read?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, BAS, Reading Records, Cold read assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 5
- folktales
- studying folktales

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

- *Fables*
- *Folktales*
- *Exploring Pourquoi Tales*
- *Fractured Fairy Tales*

Shared Reading Lessons (SR)

- *Saving Cranes*
- *Renaissance Man*
- *Using her Voice*

Optional Related Read Alouds (can be used in between FPC texts):

- *Sam and the Lucky Money* by Karen Chinn
- *Boundless Grace* by Mary Hoffman
- *The Miraculous Journey of Edward Tulane* by Kate DiCamillo
- *What the Moon Saw* by Laura Resau

- *Show Way by Jacqueline Woodson*

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Interactive Read Alouds (IRA)			

<p>IRA TEXT SET (pair with one RML)</p> <p>Fables</p>	<p>-Recognize characteristics of a fable</p> <p>-Tell a story in response to pictures</p> <p>-Infer the lessons in the fable</p> <p>-Notice a writer's use of playful language</p> <p>-Infer that a moral in a fable teaches a lesson</p> <p>-Infer that White Mouse is the wisest from her words and actions</p> <p>-Use evidence from the text and illustrations to infer characters' traits</p> <p>-Synthesize information about characteristics of a fable and revise thinking in response to it</p> <p>-Use evidence from the text and illustrations to infer characters' trait</p> <p>-Infer the moral of the Contest Between the Sun and the Wind</p>	<p>IRA (Interactive Read-Aloud): Utilize the IRA Folder to complete the following steps for each book:</p> <ul style="list-style-type: none"> ● Introduce the Text ● Read the Text ● Discuss the Text ● Respond to the Text (Shared Interactive Writing or Independent Response to Reading) <p>IRA:</p> <ul style="list-style-type: none"> ● Seven Blind Mice ● The Little Red Hen ● The Grasshopper and the Ants ● The Tortoise and the Hare ● The Contest Between the Sun and the Wind: An Aesop's Fable 	<p>-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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<p>IRA TEXT SET (pair with one RML)</p> <p>Folktales</p>	<p>-Infer the lesson and message from details in the story</p> <p>-Understand the lesson and messages from details in the story</p> <p>-Notice the element of trickery in a folktale</p> <p>-Infer the lesson and messages in the story</p> <p>-Notice the story outcome is typical of traditional literature</p> <p>-Remember important events of the text in sequence</p> <p>-Notice how Patricia Polacco uses words in creative ways</p> <p>-Infer Baba Yaga's character traits as revealed through her thoughts and behavior</p> <p>-Recognize ways in which a folktale may represent a culture</p> <p>-Infer the lesson and messages in</p>	<ul style="list-style-type: none"> ● Baby Rattlesnake ● Conejito:A Folktale from Panama ● Ming Lo Moves the Mountain ● Babushka Baba Yaga ● Martina the Beautiful Cockroach:A Cuban Folktale ● The Boy of the Three-Year Nap 	<p>Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Ticket</p>
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the story

-Connect texts by
a range of
categories

-Infer lessons and
messages in a
folktale

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<p>IRA TEXT SET (pair with one RML)</p> <p>Exploring Pourquoi Tales</p>	<p>-Infer the significance of events in a plot</p> <p>-Understand the overarching message that misunderstandings can have consequences and that not listening can be the source of misunderstandings</p> <p>-Notice how Ed young uses literary language</p> <p>-Infer character traits as revealed through dialogue and behavior</p> <p>-Notice a writer's use of poetic language</p> <p>-Infer a message or moral</p> <p>-Recognize ways in which a pourquoi tale may represent a culture</p> <p>-Make connections between the Dragonfly's Tale and The Legend of the Lady Slipper</p>	<ul style="list-style-type: none"> ● Why Mosquitoes Buzz in People's Ears ● Cat and Rat: The Legend of the Chinese Zodiac ● The Legend of the Lady Slipper ● Dragonfly's Tale 	<p>Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Ticket</p>
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<p>IRA TEXT SET (pair with one RML)</p> <p>Fractured Fairy Tales</p>	<p>-Recognize different ways an author creates humor</p> <p>-Follow a plot with multiple events or episodes</p> <p>-Infer characters' traits, intentions, feelings, and motivation from details in the text and illustrations</p> <p>-Infer a message</p> <p>-Follow a plot with multiple events or episodes</p> <p>-Notice how the illustrator creates perspective</p> <p>-Infer characters' traits, intentions, feelings, and motivation from details in the text and illustrations</p> <p>-Make connections and comparisons to the classic fairy tales</p> <p>-Use evidence from the text to make and support a wide range of predictions</p> <p>-Infer the author's</p>	<ul style="list-style-type: none"> ● Earthquake! ● The Frog Prince, Continued ● Kate and the Beanstalk <ul style="list-style-type: none"> ● Yours Truly, Goldilocks ● With Love, Little Hen 	<p>Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Ticket</p>
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	intended messages		
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SHARED READING TEXT (one text per week)

Shared Reading Lessons (SR)

- Saving Cranes
- Renaissance Man
- Using her Voice

-Read with appropriate phrasing, pausing, intonation, word stress, and rate.

-Adjust the voice to reflect the mood of the text: e.g., frustration, fear, relief.

-Make connections between text and illustrations to monitor and correct understanding.

-Solve words using a flexible range of strategies.

Day 1 -Teacher reads the story to students. Then students read all or parts of the story chorally.

Day 2-Reread story or parts of the story and complete related activity based on F and P guide.

Options include:

-Have partners read the text together, alternating pages or journal entries.

-Have students read the small book to a partner, taking turns reading pages or the whole book.

-Have a group of students listen to the text at the listening center, following along in the small book version.

-observation through discussion/anecdotal notes

-respond to reading independent and shared writing activities

-graphic organizers

-exit ticket

Reading Mini Lessons (one a day)

<p>Thinking About the Author's Purpose</p> <p>3 mini lesson</p>	<p>-Understand that sometimes the author's purpose is to entertain</p> <p>-Authors write books to give information</p> <p>-Authors write books to get you to think about or do something</p>	<p>Mini Lesson: LA.U8.RML1 pg 190</p> <p>Mini Lesson <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Mini Lesson: LA.U8.RML2 pg 192</p> <p>Mini Lesson <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Mini Lesson: LA.U8.RML3 pg 194</p> <p>Mini Lesson <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Ticket</p>
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<p>Summarizing 3 mini lessons</p>	<p>-Tell the important events of a text in sequence</p> <p>-Tell the most important information book</p> <p>-Tell the important events in order when you tell about a biography</p>	<p>Mini Lesson: SAS.U4.RML1 pg 472</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p> <p>Mini Lesson: SAS.U4.RML2 pg 474</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p> <p>Mini Lesson: SAS.U4.RML3 pg 476</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Ticket</p>
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<p>Studying Fables</p> <p>5 minilessons</p>	<p>-Notice and understand the characteristics of fables as a genre</p> <p>-Create a working definition for fables</p> <p>-Understand that in fables the same types of characters appear over and over again</p> <p>-Fables have a moral that is often stated at the end</p> <p>-Understand that the characters in fables often use cleverness or trickery to solve a problem</p>	<p>Mini Lesson: LA.U18.RML1 pg 324</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p> <p>Mini Lesson: LA.U18.RML2 pg 326</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p> <p>Mini Lesson: LA.U18.RML3 pg 328</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p> <p>Mini Lesson: LA.U18.RML4 pg 330</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p> <p>Mini Lesson: LA.U18.RML5 pg 332</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p>	<p>Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Ticket</p>
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<p>Studying Folktales</p> <p>8 minilessons</p>	<p>-Notice and understand the characteristics of folktales as a genre</p> <p>-Folktales are alike in many ways</p> <p>-The definition of a folktale is what is always true about it</p> <p>-Folktales are stories that have been retold for a long time and can be found in different cultures</p> <p>-there are different kinds of folktales</p> <p>-Folktales have characters with good or bad traits</p> <p>-The characters often use trickery and cleverness to solve the problem</p> <p>-Folktales usually have repeating patterns</p>	<p>Mini Lesson: LA.U19.RML1 pg 334</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p> <p>Mini Lesson: LA.U19.RML2 pg 336</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p> <p>Mini Lesson: LA.U19.RML3 pg 338</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p> <p>Mini Lesson: LA.U19.RML4 pg 340</p> <p>mini lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p> <p>Mini Lesson: LA.U19.RML5 pg 342</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p> <p>Mini Lesson: LA.U19.RML6 pg 344</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p>	<p>Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Ticket</p>
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Mini Lesson:
LA.U19.RML7 pg 346

Mini Lesson

Have a Try

Summarize and Apply

Share

Mini Lesson:
LA.U19.RML8 pg 348

Mini Lesson

Have a Try

Summarize and Apply

Share

<p>Understanding Fantasy</p> <p>4 lessons</p>	<p>-Notice and understand that a defining characteristics of fantasy is the story could ever happen in real life</p> <p>-Notice and understand that fantasy stories are often set in places that could not exist in the real world and are often important to the plot</p> <p>-Understand a common motif in fantasy is that normal objects and things can be magical</p> <p>-Understand the difference between realistic characters and some of those that appear in fantasy</p>	<p>Mini Lesson: LA.U20.RML1pg 254</p> <p>Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini Lesson: LA.U20.RML2pg 256</p> <p>Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini Lesson: LA.U20.RML3pg 258</p> <p>Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini Lesson: LA.U20.RML4pg 250</p> <p>Mini Lesson Have a Try Summarize and Apply Share</p>	<p>Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Ticket</p>
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ELA.L.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
ELA.L.RF.3.3.B	Decode words with common Latin suffixes.
ELA.L.RF.3.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.WF.3.3.B	Capitalize appropriate words in titles.
ELA.L.WF.3.3.C	Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
ELA.L.WF.3.3.H	Paraphrase a main idea or event in order to vary sentence structure and word use.
ELA.L.KL.3.1.B	Choose words and phrases for effect.
ELA.L.KL.3.1.C	Recognize and observe differences between the conventions of spoken and written English.
ELA.L.VL.3.2.A	Use sentence-level context as a clue to the meaning of a word or phrase.
ELA.L.VL.3.2.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
ELA.L.VI.3.3.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ELA.L.VI.3.3.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
ELA.L.VI.3.3.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
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.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.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.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).
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.
ELA.W.WP.3.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.3.4.B	Consider writing as a process, including self-evaluation, revision and editing.
ELA.SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
ELA.SL.PE.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

ELA.SL.PE.3.1.D	Explain their own ideas and understanding in light of the discussion.
ELA.SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELA.SL.PI.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
ELA.SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SOC.6.1.4.A.CS10	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
SOC.6.1.4.B.CS7	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.
SOC.6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
SOC.6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.3.5.CivicsPD.1	Develop an action plan that addresses issues related to climate change and share with school and/or community members.
SOC.6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
SOC.6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
SOC.6.3.5.EconET.1	Investigate an economic issue that impacts children and propose a solution.
SOC.6.3.5.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
3-ESS2-2.8.1	Obtain and combine information from books and other reliable media to explain phenomena.
3-ESS3-1.ESS3.B.1	A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with meaningful items to their family. Have each child do a show and tell with the objects they brought in.

Gifted Students- Create a new story with the same characters during Daily 5 time, research projects on topics of IRA, leadership roles in Daily 5 centers, above grade level texts available for Daily 5 book bag

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

storiestogrowby.org/readers-theater-play-scripts

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures around the World based off IRAs.

Science-Research animals, different cultures, important figures in history, and plants from IRAs

Math- create graphs and charts based on popularity of IRA (after each Unit have students poll each other)

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 9: Exploring Poetic Language and the World through Photo Essays

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

In this unit, poetry and photo essays will help students explore even more types of literature. Reading poetry helps children about voice, pitch, volume, and inflection. While these are mainly functions of speech, they're also incredibly important for children learning to read. Poetry can teach young readers about speech patterns, which can give them cues to the words on a page. Photo essays will help students develop broader view of the world around us. Students will become better readers from these experiences.

Enduring Understandings

- Poetry can be fun and does not have to rhyme
- Poetry can have predictive patterns
- Poetry can form into shapes that go with the theme of the poem
- Photo essays include clear photos to teach about the text

Essential Questions

- What is the writer's reason for writing?
- What is the writer's reason for writing?
- How does an author make decisions to interest readers?
- How does an illustrator use art to interest readers?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, BAS, Reading Records, Cold read assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor

charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Non-fiction
- Text features
- Poetry
- Author's Message

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

- *Poetry*
- *Exploring the World: Photo Essay*

Shared Reading Lessons (SR)

- *Made for Mars*
- *From Flower to Honey*
- *From Beans to Chocolate*

Optional Related Read Alouds (can be used in between FPC texts):

- *Sam and the Lucky Money* by Karen Chinn
- *Boundless Grace* by Mary Hoffman
- *The Miraculous Journey of Edward Tulane* by Kate DiCamillo
- *What the Moon Saw* by Laura Resau

- *Show Way by Jacqueline Woodson*

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Interactive Read Alouds (IRA)			
IRA TEXT SET (pair with one RML) Poetry	All books* -Notice and enjoy the poet's use of rhythm, rhymes, playful language, and onomatopoeia. -Recognize and understand concrete poems -Infer the poet's message about something in a new and different way	*Each book is split into many days of lessons. You can either do one lesson and move on or spend more time on poetry depending on your wands/needs <ul style="list-style-type: none"> • Splish Splash • Flicker Flash • Button Up! • Old Elm Speaks: Tree Poems • Confetti: Poems for Children 	-Use Assess Learning to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
IRA TEXT SET (pair with one RML) Exploring the	-Understand how photographs help communicate Jon	<ul style="list-style-type: none"> • Meet the Dogs of Bedlam Farm 	-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.

<p>World:Photo Essays</p>	<p>Katz's message</p> <ul style="list-style-type: none"> -Notice how the text is organized in a question/answer format -Make personal connections with the people portrayed in the book -Infer the writer's message -Infer the message in the text -Learn new concepts about aborigines, their lifestyle and their beliefs -Discuss how the graphics and text are carefully placed to communicate ideas clearly -Infer the author's message about community and working together 	<ul style="list-style-type: none"> ● Mongolia:Vanishing Cultures ● Down Under:Vanishing Cultures ● It's Our Garden:From Seeds to Harvest 	<ul style="list-style-type: none"> -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
<p>SHARED READING TEXT (one text per week)</p>			
<p>Shared Reading Lessons (SR)</p> <ul style="list-style-type: none"> ● Made for Mars ● From Flower to Honey ● From Beans to Chocolate 	<ul style="list-style-type: none"> -Read with appropriate phrasing, pausing, intonation, word stress, and rate. -Adjust the voice to reflect the mood of the text: e.g., frustration, fear, relief. -notice words that create mood 	<p>Day 1 -Teacher reads the story to students. Then students read all or parts of the story chorally.</p> <p>Day 2-Reread story or parts of the story and complete related activity based on F and P guide.</p> <p>Options include:</p> <ul style="list-style-type: none"> -Have partners read the text together, alternating pages or journal entries. -Have students read the small book to a partner, taking turns reading pages or the whole book. -Have a group of students listen to 	<ul style="list-style-type: none"> -observation through discussion/anecdotal notes -respond to reading independent and shared writing activities -graphic organizers -exit ticket

		the text at the listening center, following along in the small book version.	
Reading Mini Lessons (one a day)			
Study Poetry 7 lessons	<p>-Poems are alike in many ways</p> <p>-Poetry is always true</p> <p>-Poetry can be fiction or nonfiction</p> <p>-Poets use line breaks</p> <p>-Different kinds of poetry</p> <p>-Sometimes poets place the words in a shape</p>	<p>Mini Lesson: LA.U6.RML1</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LA.U6.RML2</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LA.U6.RML3</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LA.U6.RML4</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LA.U6.RML5</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LA.U6.RML6</p> <ul style="list-style-type: none"> ● <i>Mini Lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LA.U6.RML7</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>

		<ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> 	
<p>Thinking About the Author's Message</p> <p>4 mini lessons</p>	<p>-Infer messages in a work of fiction</p> <p>-Infer messages in a work of nonfiction</p> <p>-Think across works of fiction and nonfiction to derive larger message</p> <p>-Notice how illustrations and graphics help to communicate the writer's message</p>	<p><u>Mini Lesson: LA.U7.RML1pg180</u></p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> <p><u>Mini Lesson: LA.U7.RML2pg182</u></p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> <p><u>Mini Lesson: LA.U7.RML3pg184</u></p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> <p><u>Mini Lesson: LA.U7.RML4pg185</u></p> <ul style="list-style-type: none"> • <i>Mini Lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> 	

ELA.L.RF.3.3.A

Identify and know the meaning of the most common prefixes and derivational suffixes.

ELA.L.RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

ELA.L.RF.3.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELA.L.WF.3.2.B

Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

ELA.L.WF.3.2.E

Change y to i (cried) in words with suffixes, when required.

ELA.L.WF.3.2.G

Spell common words in English, including regular and irregular forms.

ELA.L.WF.3.3.A

Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

ELA.L.WF.3.3.B

Capitalize appropriate words in titles.

ELA.L.KL.3.1.B	Choose words and phrases for effect.
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.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.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.PP.3.5	Distinguish their own point of view from that of the narrator or those of the characters.
ELA.RI.PP.3.5	Distinguish their own point of view from that of the author of a text.
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).
ELA.W.AW.3.1.A	Introduce an opinion clearly.
ELA.W.IW.3.2.A	Introduce a topic clearly.
ELA.W.IW.3.2.C	Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
ELA.W.IW.3.2.D	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
ELA.W.IW.3.2.E	Provide a conclusion related to the information or explanation presented.
ELA.W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
ELA.SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
ELA.SL.PE.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
ELA.SL.PE.3.1.D	Explain their own ideas and understanding in light of the discussion.
ELA.SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELA.SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELA.SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SOC.6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
SOC.6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
3-ESS2-2.8.1	Obtain and combine information from books and other reliable media to explain phenomena.
3-ESS3-1.ESS3.B.1	A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with meaningful items to their family. Have each child do a show and tell with the objects they brought in.

Gifted Students- Create a new story with the same characters during Daily 5 time, research projects on topics of IRA, leadership roles in Daily 5 centers, above grade level texts available for Daily 5 book bag

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

storiestogrowby.org/readers-theater-play-scripts

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures around the World based off IRAs.

Science-Research animals, different cultures, important figures in history, and plants from IRAs

Math- create graphs and charts based on popularity of IRA (after each Unit have students poll each other)

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 10: Exploring Characters and Illustrations in Stories

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **3 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will learn about hybrid texts. A hybrid text is a single text that creatively weaves together narrative and informational text using a variety of design elements such as marginalia, text boxes, and miniature embedded illustrations. Hybrid text will change the black and white way that students view a story. Many of the stories that Pinkney illustrates includes African-American characters and tales. He mainly uses water color or pencil and paper for his vivid illustrations. His illustrations are very detailed and are always full of different water colors. Students will develop many reading skills through these texts.

Enduring Understandings

- Books can include areas of non-fiction and fiction
- Author's use illustrations to help reader's understand their reading
- illustrations can use a variety of tools: makers, crayons, computers, water colors
- Author's can create a message by stating important facts

Essential Questions

- How does an author make decisions to interest readers?
- How does an illustrator use art to interest readers?
- What tools did the illustrator use in their illustrations?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, BAS, Reading Records, Cold read assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 5
- Nonfiction/Fiction weaved in a story
- Character Traits
- Author's Message

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

- *Hybrid Text: Fiction and Nonfiction*
- *Jerry Pinkney*

Shared Reading including (one per week):

- *From Buds to Bananas*
- *The Elephants and the Mice*
- *Momotaro*

Optional Related Read Alouds (can be used in between FPC texts):

- *Sam and the Lucky Money* by Karen Chinn
- *Boundless Grace* by Mary Hoffman
- *The Miraculous Journey of Edward Tulane* by Kate DiCamillo
- *What the Moon Saw* by Laura Resau
- *Show Way* by Jacqueline Woodson

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Interactive Read Alouds (IRA)			

<p>IRA TEXT SET (pair with one RML)</p> <p>(one SR a week)</p> <p>Hybrid: Fiction and Nonfiction</p>	<p>-Understand that there are different types of text and that they have different characteristics</p> <p>-Learn new concepts about honey bees</p> <p>-Recognize hybrid texts, and distinguish which sections are fiction and which are nonfiction</p> <p>-Understand when a writer is telling information in a sequence</p> <p>-Recognize how a writer creates humor</p> <p>-Recognize and use information in graphics</p> <p>-Recognize hybrid texts, and distinguish which sections are fiction and which are nonfiction</p> <p>-Notice and think critically about a writer's word choice</p> <p>-Infer ways sea horses are different from other fish</p> <p>-Notice a writer's use of some poetic language</p>	<ul style="list-style-type: none"> ● Flight of the Honey Bee ● Caterpillar, Caterpillar ● Yucky Worms ● Python ● Sea Horse: The Shyest Fish in the Sea 	<p>-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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<p>IRA TEXT SET (pair with one RML)</p> <p>(1 SR a week)</p> <p>Jerry Pinkney</p>	<p>-Recognize the story- within-a story text structure</p> <p>-Infer the speakers of unassigned dialogue in the story</p> <p>-Notice how Jerry Pinkney's illustrations help to communicate the author's message</p> <p>-recognize the style of Jerry Pinkney's illustrations</p> <p>-Notice and understand the contrasting points of video of the bear and the rabbit</p> <p>-Understand and appreciate poetic and descriptive language</p> <p>-Think about what the characters are thinking from their facial expressions and gestures</p> <p>-Infer the importance of the setting to the plot of the story</p>	<ul style="list-style-type: none"> ● Home Place ● Back Home ● A Starlit Snowfall ● Puss in Boots 	<p>Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<p>Shared Reading (1 text per week)</p>			

<p>Shared Reading including (one per week):</p> <ul style="list-style-type: none"> • From Buds to Bananas • The Elephants and the Mice • Momotaro 	<p>-Read with appropriate phrasing, pausing, intonation, word stress, and rate.</p> <p>-Adjust the voice to reflect the mood of the text: e.g., frustration, fear, relief.</p>	<p>Day 1 -Teacher reads the story to students. Then students read all or parts of the story chorally.</p> <p>Day 2-Reread story or parts of the story and complete related activity based on F and P guide.</p> <p>Options include:</p> <p>-Have partners read the text together, alternating pages or journal entries.</p> <p>-Have students read the small book to a partner, taking turns reading pages or the whole book.</p> <p>-Have a group of students listen to the text at the listening center, following along in the small book version.</p>	<p>-observation through discussion/anecdotal notes</p> <p>-respond to reading independent and shared writing activities</p> <p>-graphic organizers</p> <p>-exit ticket</p>
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Reading Mini Lessons (one a day)

<p>Noticing How Authors Choose to Organize Nonfiction</p> <p>4 lessons</p>	<p>-Notice when an author uses a narrative text structure and tells information in chronological order</p> <p>-Understand that a writer can tell about something that always happens in the same</p> <p>-Sometimes nonfiction authors group information that goes together</p> <p>-Notice when an author uses a question and answer structure</p>	<p>Mini Lesson: LA.U10.RML1 pg 216</p> <ul style="list-style-type: none"> ● <i>Mini lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> <p>Mini Lesson: LA.U10.RML2pg 218</p> <ul style="list-style-type: none"> ● <i>Mini lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LA.U10.RML3 pg 220</p> <ul style="list-style-type: none"> ● <i>Mini lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LA.U10.RML4pg 222</p> <ul style="list-style-type: none"> ● <i>Mini lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LA.U10.RML5pg 224</p> <ul style="list-style-type: none"> ● <i>Mini lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson: LA.U10.RML6pg 226</p> <ul style="list-style-type: none"> ● <i>Mini lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> ● <i>Share</i> <p>Mini Lesson:</p>	<p>-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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LA.U10.RML7pg 228

- *Mini lesson*
- *Have a Try*
- *Summarize and Apply*
- *Share*

Mini Lesson:
LA.U10.RML8pg 230

- *Mini lesson*
- *Have a Try*
- *Summarize and Apply*
- *Share*

<p>Hybrid text</p>	<p>-Notice and understand the characteristics of hybrid text</p>	<p>Mini Lesson: LA.U5.RML3</p> <ul style="list-style-type: none"> • <i>Mini lesson</i> • <i>Have a Try</i> • <i>Summarize and Apply</i> • <i>Share</i> 	<p>-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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<p>Studying Illustrations in Fiction Books</p> <p>6 lessons</p>	<p>-Gain new information from the illustrations in fiction books</p> <p>-Notice details in illustrations</p> <p>-Illustrators show motion and sound in the pictures to give information about the story</p> <p>-Illustrators choose colors to create or change the feelings of a story</p> <p>-Illustrators show time passing in the pictures to give information about the story</p> <p>-Illustrators make images seem close or faraway</p>	<p>Mini Lesson: LA.U26.RML1</p> <ul style="list-style-type: none"> ● <i>Mini lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> <p>Mini Lesson: LA.U26.RML2</p> <ul style="list-style-type: none"> ● <i>Mini lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> <p>Mini Lesson: LA.U26.RML3</p> <ul style="list-style-type: none"> ● <i>Mini lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> <p>Mini Lesson: LA.U26.RML4</p> <ul style="list-style-type: none"> ● <i>Mini lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> <p>Mini Lesson: LA.U26.RML5</p> <ul style="list-style-type: none"> ● <i>Mini lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> <p>Mini Lesson: LA.U26.RML6</p> <ul style="list-style-type: none"> ● <i>Mini lesson</i> ● <i>Have a Try</i> ● <i>Summarize and Apply</i> 	
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ELA.L.RF.3.3.B	Decode words with common Latin suffixes.
ELA.L.RF.3.3.C	Decode multisyllable words.
ELA.L.RF.3.3.D	Read grade-appropriate irregularly spelled words.
ELA.L.RF.3.3.E	Analyze the parts of high-frequency words that are regular and the parts that are irregular.
ELA.L.RF.3.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.3.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.VL.3.2.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
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.PP.3.5	Distinguish their own point of view from that of the author of a text.
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).
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.
ELA.SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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ELA.SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELA.SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted

	different regions of the Western Hemisphere.
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
3-ESS2-2.8.1	Obtain and combine information from books and other reliable media to explain phenomena.
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Suggested Modifications for Special Education, ELL and Gifted Students

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Gifted Students- Create a new story with the same characters during Daily 5 time, research projects on topics of IRA, leadership roles in Daily 5 centers, above grade level texts available for Daily 5 book bag

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures around the World based off IRAs.

Science-Research animals, different cultures, important figures in history, and plants from IRAs

Math- create graphs and charts based on popularity of IRA (after each Unit have students poll each other)

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.