

**Eagleswood Township Elementary School District  
English Language Arts Curriculum  
Grade 3**

**Pacing Guide**

<b>Unit</b>	<b>Anticipated Timeframe</b>
<b>Unit 1:</b> Building academic stamina, reading informal text, reading literary text, grade level spelling and grammar skills, writing informational and and personal narrative pieces	40 Days
<b>Unit 2:</b> Central message, main idea, find important details, comprehension strategies, text features, speaking and listening, grade level spelling and grammar skills, informational writing, opinion	45 Days
<b>Unit 3:</b> Central message, main idea, find important details, comprehension strategies, text features, speaking and listening, grade level spelling, conventions, and and grammar skills, narrative writing, research	45 Days
<b>Unit 4:</b> Comparing text types, Central message, main idea, find important details, comprehension strategies, text features, speaking and listening, grade level spelling, conventions, and grammar skills,	45 Days

narrative writing, research	
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**Core materials:**  
 Pearson *ReadyGen*  
 HMH *System 44*  
 Classroom Novel Sets

Correlation Key		
<b>Holocaust</b>	<b>Amistad</b>	<b>Financial Literacy</b>

<u>Career Readiness, Life Literacies, and Key Skills Practices</u>	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>

<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
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<p><b>Unit 1:</b></p>	<p><b>Duration:</b> September - October Approximately 45 days</p>
<p style="text-align: center;"><b>Standards</b></p>	
<p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p>	

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).

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Explain their own ideas and understanding in light of the discussion.

SL.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.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.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.

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

*Use sentence-level context as a clue to the meaning of a word or phrase.*

*Determine the meaning of the new word formed when a known affix is added to a known word*

*Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).*

*Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.*

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Interdisciplinary Connections**

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.

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions

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### **Computer Science and Design Thinking & Computer Science**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems  
8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4: Explain why access to devices need to be secured

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.2.2.ITH.3: Identify how technology impacts or improves life

### **Career Readiness, Life Literacies, and Key Skills**

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g.,  
4.MD.B.4,8.1.5.DA.3)

9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g.,  
1.3A.5.R1a)

#### **Essential Understandings**

- Students will understand the structures, routines and habits of
- Students will understand the reading comprehension skills of monitoring for sense, envisioning, prediction, empathizing with characters, retelling stories, talking back to the text, asking questions and inferring about characters and other story elements

#### **Essential Questions**

- What are the different ways I can create a reading life for myself?
- What strategies can I use to read fluently and understand the story?
- How can reading partners help me grow as a reader?
- How do writers use the writing process to choose focused ideas that are of interest to their audience?
- How can a writer's notebook help me as a writer?

- Students will understand the value of developing reading partnerships.
- Writers use the writing process to choose ideas that are focused and sustain audience interest.
- Writers use strategies from authors to write personal narratives.
- Writers keep a writer's notebook to generate ideas for writing.
- Writers use qualities of good writing such as focus, detail and structure.

- Why is it important to study authors in order to be better writers?
- How can I organize my piece so that it is clear to the reader?

### Evidence of Student Learning

**Performance Tasks:** *Activities to provide evidence for student learning of content and cognitive skills.*

- Using google slides, students will create a commercial advertisement demonstrating how to choose a “just-right” book and how to find one.
- Pretend you’re the teacher, role-play with a partner to demonstrate proper turn and talk procedures in front of the class..
- Discuss Writing as a career choice.
- Pretend you are a magazine reporter. Create an article describing a day in Writer’s Workshop. Include routines and procedures.
- Students will create a brochure illustrating the writing process, explaining each step-in depth.

### Other Assessments

#### Formative

- Teacher and Individual student conferencing
- Turn and Talk
- Reading notebook checks
- Teacher Observations
- Reading Log

#### Summative

- *ReadyGen* Unit Test
- Performance Task Rubric
- Written Comprehension Responses

#### Benchmark

- *HMH* Reading Inventory
- *Linkit* Assessment A

#### Alternative

- Reading Comprehension Questions
- Reading Response Journals
- Stop & Jot Sentence Starters

	<ul style="list-style-type: none"> <li>• Reader's Response Sentence Starters</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Routines and structures of reading class time, strategies for reading fluency (expression, phrasing (including punctuation), pace and self-correcting).</li> <li>• Setting goals and tracking progress (reading logs)</li> <li>• Finding "just-right" books</li> <li>• Reading partnership strategies (reading and discussing books in the company of partners and lifting the level of reading through a reading partner).</li> <li>• Reading strategies: Monitoring for sense (giving yourself comprehension checks), figuring out the mind-work appropriate for the text (envisioning vs. collecting information), envisioning, prediction, empathizing with characters, retelling stories, talking back to the text, asking questions and inferring about character and other story elements.</li> <li>• Word-solving skills: chunking words, using graphophonic, visual, meaning and/or syntactical clues, using context clues, and thinking back to story</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Learn the routines, procedures, expectations of members of a reading community.</li> <li>• Develop an understanding of their unique identities and think about themselves as readers.</li> <li>• Use their own identities, as well as, recommendations from their reading community to select well matched texts, read for different purposes and set reading goals.</li> <li>• Bring what they know or have experiences to all types of reading and ask questions as they continually interact with the text</li> <li>• Understand their reading and pay attention and reread when meaning breaks down.</li> <li>• Reflect on reading habits and make plans for growth</li> <li>• Exchange ideas with partners to deepen their understanding of the text</li> <li>• Respectfully practice listening and speaking behaviors</li> <li>• Maintain focus and read for understanding during independent reading time</li> <li>• Monitor their understanding of text and reread to make sense</li> </ul>

<ul style="list-style-type: none"> <li>Strategies to analyze figurative language and author's craft.</li> </ul>	<ul style="list-style-type: none"> <li>Create mental images based on descriptions of the text</li> <li>Make inferences and draw conclusions in a text</li> <li>Use nonfiction text to identify key ideas</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<p>Students will create IPICK bookmark to remind students how to choose a “just right” book by illustrating a checklist that includes their Purpose of reading, Interests, Comprehension, and Knowing vocabulary words in the book.</p> <ul style="list-style-type: none"> <li>Include their own Lexiles</li> </ul>	<a href="https://www.pinterest.com/pin/283445370270898120/">https://www.pinterest.com/pin/283445370270898120/</a>
<p>Students will create “Reading Goals” bulletin board where students will identify their strengths as a class, and discuss what they would like to improve on throughout the unit of study. Post it notes and stickers can be used to track progress throughout the unit.</p>	<p>Chart paper, post-its, <i>My Reading Life Survey</i></p>
<p>Students will create “Our Reading Stamina” chart that tracks how many minutes the class actively reads during independent reading time. Students can also track their own progress in their notebooks.</p>	<p>Student Reading Notebooks, timer</p>

Students will create a rubric to demonstrate the expectations of speaking and listening partnerships in Reading that can be used as a resource in the unit.	Chart paper, markers, partner/groups
Websites:  Contains a great set of computer based activities for grades K-5 th. K & 1st grade have oral direction options	<a href="http://www.abcya.com">www.abcya.com</a>
SmartBoard game i- students move words around to put them in ABC order	<a href="http://www.primaryresources.co.uk/online/alphaorder1.swf">http://www.primaryresources.co.uk/online/alphaorder1.swf</a>
The Holocaust in Children's Literature	<a href="https://guides.library.utoronto.ca/c.php?g=252107&amp;p=1670633#s-lg-box-5124888">https://guides.library.utoronto.ca/c.php?g=252107&amp;p=1670633#s-lg-box-5124888</a>
Non fiction Finance Books for Children	<a href="https://www.investopedia.com/best-finance-books-for-children-5095583">https://www.investopedia.com/best-finance-books-for-children-5095583</a>
<b>Modifications</b>	
<p><b>Special Education Students / 504</b> (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments &amp; assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p><b>English Language learners:</b> <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p><b>Students at Risk of Failure:</b> <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p>	

**Gifted Students:** *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

*\*For additional modifications and accommodations, see below*

### **Suggested Options for Differentiation**

#### *English Language Learners*

- Provide extra time
- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go

#### *Basic Skills/Economically Disadvantaged*

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Plan writing with student using a graphic organizer

#### *Special Education*

- Follow all IEP modifications/504 plan
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

#### *504*

- Follow 504 plan
- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.
- **modified** textbooks or audio-video materials.
- behavior management support.
- adjusted class schedules or grading.

- verbal testing.

*Gifted and Talented*

- Extend reading response to further enrich understanding (see extension activities in unit binder)
- Discuss how readers and writers are connected
- Create comic strip showing connections to reading lives: illustrate and caption
- Create poem using rich adjectives and detailed illustrations
- Write paragraph in notebook about things they are passionate about
- Have students choose someone in their family they would write a biography about and why
- Collect artifacts to decorate notebook at home- discuss with class
- Have students create a poster showing their favorite reading spot
- Organize integrated problem-solving simulations

**Correlation Key**

**Holocaust**

**Amistad**

**Financial Literacy**

**Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community members and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>

<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
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<p><b>Unit 2:</b></p>	<p><b>Duration:</b> November-December/January Approximately 45 days</p>
<p style="text-align: center;"><b>Standards</b></p>	
<p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.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.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

### **Interdisciplinary Connections**

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.

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions

### **Computer Science and Design Thinking & Computer Science**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

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8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

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### **Career Readiness, Life Literacies, and Key Skills**

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4,8.1.5.DA.3)

9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a)

**Essential Understandings**

- Text features (maps, diagrams, charts, glossary, index, table of contents, captions, pronunciation key, bold words, photographs, title, subtitles, headings, appendix and sidebars) and text structures (Description/list, sequence or time order, compare and contrast, cause and effect/problem and solution) help readers make sense of and learn from the text.
- Nonfiction texts have main ideas and details that support those main ideas.
- Nonfiction can also have narrative text structure. While reading narrative nonfiction, students need to draw on fiction reading strategies to make sense of the text.
- Writers use the writing process to compose informational text to examine a topic and convey ideas and information clearly.

**Essential Questions**

- What are text features and text structures? How do they help me learn from my reading?
- How do I find the main idea of the text and the details that support it?
- What is narrative nonfiction? How do I grow ideas while reading narrative nonfiction?
- How do writers use the writing process to compose informational text to examine a topic and convey ideas and information clearly?
- What are the characteristics of informational writing?
- What strategies do writers use to share knowledge and to convey ideas and experiences?

**Evidence of Student Learning**

**Performance Tasks:** *Activities to provide evidence for student learning of content and cognitive skills.*

- Students will create a museum displaying brochures created by students demonstrating their understanding of individual nonfiction topics.

**Other Assessments**

**Formative**

- Turn and Talk
- Individual teacher conferences
- Think-Pair-Share
- Anecdotal Notes

<ul style="list-style-type: none"> <li>● Students will pretend to be a Schoolwide representative and create a test/answer key using a short, nonfiction article of their choosing, for classmates. Questions need to reflect author's purpose, text features, main idea, details, etc.</li> <li>● Students will create an autobiographical bound book over time. Each chapter will sequentially follow the big events in their live and tell their life story. When all writing is complete, student will bind their books and put their writing in, including all parts of book(title page, table of contents, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Project Rubrics</li> <li>● Linkit Skills Assessments</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Assessment piece</li> <li>● <i>ReadyGen</i> Unit Test</li> <li>● Performance Assessments</li> <li>● Written Comprehension Responses</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● <i>HMH</i> Reading Inventory</li> <li>● <i>Linkit</i> Assessment B</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Reading Comprehension Questions</li> <li>● Reading Response Journals</li> <li>● Rubrics</li> <li>● Stop &amp; Jot Sentence Starters</li> <li>● self evaluation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Identify different types of nonfiction and their purposes</li> <li>● Identify nonfiction text structures in order to find important information.</li> <li>● Distinguish point of view and author's purpose.</li> <li>● Identify text features to help summarize information and deepen understanding.</li> <li>● Define unknown words in nonfiction texts, using a variety of strategies.</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Recognize nonfiction texts (Biographies, Literary Nonfiction, Reference)</li> <li>● Identify common nonfiction text features</li> <li>● Identify text structures in a nonfiction text to help them locate important information</li> <li>● Distinguish own point of view from that of the author of the story</li> </ul>

<ul style="list-style-type: none"> <li>Identify and discuss character traits, motives, actions and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how the purposes of nonfiction can deepen their appreciation and understanding of a text (Biographies, Literary Nonfiction, Reference)</li> <li>Use text structures (problem/solution, summarize key ideas, compare/contrast, chronological order) to deepen their understanding</li> <li>Summarize the main idea and supporting details to demonstrate understanding</li> <li>Identify meaning of unfamiliar words by using various strategies (Context clues, glossary, background knowledge)</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
Students will sort nonfiction books in classroom library by nonfiction and sub-genres, discussing rationale with partners.	Classroom library
Students will create a class bulletin board listing the 5 nonfiction text structures and examples of texts from the unit mentor texts. Students may add to the bulletin board throughout the unit.	Bulletin board, printable covers of books
Students will create their own timeline using important events in their life and merge it with a buddy biography in a partner activity.	Graphic organizer (timeline), blank paper, markers/crayons
With partners, students will create and play a mix and match game with problems and solutions found in previously read nonfiction texts.	Index cards, books from independent reading

Students will create KaHoot vocabulary game with class, generating ideas on Google Classroom.	Google classroom, KaHoot
Use <i>The Everything Kids' Money Book: Earn it, Save it, and Watch it Grow!</i> by Brette Sember or a similar book to identify Main Idea and details to arrange as poster about money.	<i>The Everything Kids' Money Book: Earn it, Save it, and Watch it Grow!</i> by Brette Sember
Websites Free grammar practice	<a href="https://www.englishgrammar.org/lessons/">https://www.englishgrammar.org/lessons/</a>
How to make a bound book	<a href="https://modernparentsmessykids.com">https://modernparentsmessykids.com</a>
<b>Modifications</b>	
<ul style="list-style-type: none"> <li>● <b>Special Education Students / 504</b> (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments &amp; assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. <ul style="list-style-type: none"> <li>● <b>English Language learners:</b> <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></li> <li>● <b>Students at Risk of Failure:</b> <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></li> <li>● <b>Gifted Students:</b> <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></li> <li>● <i>*For additional modifications and accommodations, see below</i></li> </ul> </li> </ul>	
<i>English Language Learners</i>	
<ul style="list-style-type: none"> <li>● Highlight key words</li> <li>● Sentence starters</li> </ul>	

- Prompting and cueing
- Build background knowledge
- Teacher models reading aloud daily

*Basic Skills/Economically Disadvantaged*

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

*Special Education*

- Follow all IEP modifications/504 plan
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Cooperative learning groups

*504*

- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.
- **modified** textbooks or audio-video materials.
- behavior management support.
- adjusted class schedules or grading.
- verbal testing.

*Gifted and Talented*

- Higher level questioning
- Students design questions
- Choice board to extend learning

Correlation Key		
Holocaust	Amistad	Financial Literacy

<u>Career Readiness, Life Literacies, and Key Skills Practices</u>	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>

<p><b>Unit 3:</b></p>	<p><b>Duration:</b> January-February/March Approximately 45 days</p>
<p style="text-align: center;"><b>Standards</b></p>	

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

### **Interdisciplinary Connections**

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.

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **Computer Science and Design Thinking & Computer Science**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4: Explain why access to devices need to be secured

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.2.2.ITH.3: Identify how technology impacts or improves life

### **Career Readiness, Life Literacies, and Key Skills**

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4,8.1.5.DA.3)

9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a)

<b>Essential Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● How events in the story shape a character.</li> <li>● How character traits affect their actions.</li> <li>● Comparing and contrasting characters adds to understanding.</li> <li>● Writers use the writing process to choose significant, meaningful ideas that are focused and sustain audience interest.</li> </ul>	<ul style="list-style-type: none"> <li>● How do the events in the story shape the character traits?</li> <li>● How do the character traits affect the character's actions?</li> <li>● How can comparing and contrasting two characters across similar text help me think more deeply about them?</li> <li>● How does a writer learn to capture the small moments in their lives and make them big through narrative writing?</li>   <li>● How does a writer use a mentor text that resembles the sort of work they hope to write and use it to?</li> </ul>

**Evidence of Student Learning**

<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<ul style="list-style-type: none"> <li>● On index cards, students will write descriptions of folktale/fable characters to be used in a game show (jeopardy) where their peers guess the name of the characters that match.</li> <li>● Students will create a book of idioms with their meanings. This book can be used as a resource for reading as well as writing.</li> <li>● Students will create a book review on google docs that shows their understanding of fiction elements</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Kinesthetic Assessment</li> <li>● Rubrics</li> <li>● <i>Linkit</i> Skills Assessments</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Assessment piece</li> <li>● <i>ReadyGen</i> Unit Test</li> <li>● Performance Assessments</li> <li>● Written Comprehension Responses</li> </ul> <p><b>Benchmark</b></p>

<p>including character traits, problem/solution, theme, etc.</p> <ul style="list-style-type: none"> <li>• Students work together to gather information from two texts on the same topic of their choice. Each student shares what they have learned and complete their own research paper. Once completed, they fact check and proofread for each other.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>HMH</i> Reading Inventory</li> <li>• <i>Linkit</i> Assessment</li> <li>• Unit Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Daily assignments</li> <li>• Reading Comprehension Questions</li> <li>• Reading Response Journals</li> </ul>
<p><b>Knowledge and Skills</b></p>	
<p><b>Content</b></p>	<p><b>Skills</b></p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Identify different types of fiction and their text structure and features</li> <li>• Reading strategies: Monitoring for sense (giving yourself comprehension checks), figuring out the mind-work appropriate for the text (envisioning vs. collecting information), envisioning, prediction, empathizing with characters, retelling stories, talking back to the text, asking questions and inferring about character and other story elements.</li> <li>• Word-solving skills: chunking words, using graphophonic, visual, meaning and/or syntactical clues, using context clues, and thinking back to story</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Explore several types of fiction genre text (folktales and fables)</li> <li>• Demonstrate understanding of fictional stories by referring to the text explicitly to answer questions</li> <li>• Refer to parts of stories, dramas, and poems, when writing or speaking about a story</li> <li>• Learn the elements of traditional folktales</li> <li>• Use background knowledge and evidence from the text to infer the author’s message or theme</li> <li>• Use descriptions and dialogue from the text to understand a character’s traits, problems, actions and feelings.</li> <li>• Use text illustrations to convey the mood and feeling of a story</li> <li>• Analyze details in a mystery to draw their own conclusions</li> </ul>

<ul style="list-style-type: none"> <li>● Use background knowledge and evidence from the text to help understand the central message theme.</li> <li>● Use illustrations to understand the mood and feeling of a story.</li> <li>● Identify character traits, motivations, and feelings, to deepen understanding of fictional texts.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify character’s traits, motivations, and feelings to deepen understanding of fictional text by connecting to the plot of the story</li> <li>● Identify changes in a character over time</li> <li>● Determine the meaning of literal and nonliteral words to enhance understanding of fictional text</li> <li>● Use important information in the text to draw conclusions and identify the central message of stories written by the same author about the same or similar characters</li> <li>● Identify who is telling the story and assess how the point of view affects the plot, tone, and mood of the story</li> <li>● Compare and contrast story elements and themes of similar texts written by the same author</li> <li>● Learn the elements of drama and how to go about reading a play</li> </ul>
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**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
<p>Students will watch the Flocabulary song, “Five Things.” Have students discuss the definition of each element of a story. Show the video again and have students record a few examples of each from the song while they are watching. Hold a discussion on the five elements. Ask students to brainstorm examples of each element from their previous reading and record them in their journals.</p>	<p>Flocabulary song, “Five Things”  <a href="https://www.flocabulary.com/unit/fivethings/">https://www.flocabulary.com/unit/fivethings/</a></p>
<p>Students will play a game of “What’s the Theme”. Teachers create sentence strips with themes from previously read books and students match the book with the theme while working in groups of 3-4.</p>	<p>Themes from previously read books, sentence strips, markers, partnerships</p>

<p>Students will discuss character traits and how we can determine character traits through a character's thoughts, feelings, and actions. Create a list of favorite characters from books or movies and identify character trait lists. Students describe each character by thinking of character traits based on the character's thoughts, feelings, and actions.</p>	<p>Sentence strips, markers</p>
<p>Students will create a news broadcast sharing the key details from the story to demonstrate understanding of content.</p>	<p>Partnerships, notes from previously read stories</p>
<p>Students will play matching game where students create two sets of index cards, write popular, idiomatic expressions on each, and draw accompanying illustrations on black index cards. Have students share their cards with various groups, having them mix, share, and match.</p>	<p>Index cards, list of idioms</p>
<p>Students will identify point of view and differences in the point of view. Read text on the same topic told from different points of view. Students will use a graphic organizer to list supporting details from the narrator, characters, or own point of view. Students highlight signal words or phrases that support the narrator's, characters', or own point of view.</p>	<p>Venn Diagram, Narrative fiction stories based upon student interests</p>
<p>Teacher reads <i>The Cats in Krasinski Square</i> by Karen Hesse. Students will compare and contrast two characters in the story, focusing on the way they interacted in the story and responded to events.</p>	<p>Copy of <i>The Cats in Krasinski Square</i> by Karen Hesse Venn Diagram</p>
<p>Students will compare and contrast two events in the story. Have students focus on how characters responded to the events and the way the events contributed to the overall plot and problem in the story.</p>	<p>Venn Diagram, Narrative fiction stories based upon student interests</p>

<p>Students Read <i>Tiny Stitches: The Life of Medical Pioneer Vivien Thomas</i> by Gwendolyn Hooks And identify cause and effect relationships on chart paper</p>	<p>Book <i>Tiny Stitches: The Life of Medical Pioneer Vivien Thomas</i> by Gwendolyn Hooks Chart paper</p>
<p>Students will participate in reading Readers' Theaters scripts of their reading level and choice. Students will work with their small group to evaluate the characteristics of the play. Then, students will practice the script and the stage directions, theatrical elements, and story construction/plot.</p>	<p><a href="https://www.readinga-z.com/fluency/readers-theater-scripts/">https://www.readinga-z.com/fluency/readers-theater-scripts/</a> <a href="http://www.thebestclass.org/rtscripts.html">http://www.thebestclass.org/rtscripts.html</a> <a href="http://www.teachingheart.net/readerstheater.htm">http://www.teachingheart.net/readerstheater.htm</a> <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html">http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html</a></p>
<p>Websites</p>	<p><a href="http://ReadWorks.org">http://ReadWorks.org</a></p>
<p style="text-align: center;"><b>Modifications</b></p>	
<p><b>Special Education Students / 504</b> <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments &amp; assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p><b>English Language learners:</b> <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p><b>Students at Risk of Failure:</b> <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p><b>Gifted Students:</b> <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p> <p style="text-align: center;"><i>*For additional modifications and accommodations, see below</i></p>	

*English Language Learners*

- Provide extra time
- Pre-Teach vocabulary using visuals and gestures
- Summarize as you go
- Preview lessons

*Basic Skills/Economically Disadvantaged*

- Follow all IEP modifications/504 plan
- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

*Special Education*

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow writing to be dictated

*504*

- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.
- **modified** textbooks or audio-video materials.
- behavior management support.
- adjusted class schedules or grading.
- verbal testing.

*Gifted and Talented*

- Expose to sophisticated vocabulary
- Interview families for favorite memories of fiction reading and display in classroom
- Create map of world and identify where you have read folktales and fables
- Students will use family traditions to indicate fables and folktales in their culture

- Compare themes of fables

**Correlation Key**

**Holocaust**

**Amistad**

**Financial Literacy**

**Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community members and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>

**Unit 4:**

**Duration:** April-June  
Approximately 4 days

**Standards**

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Form and use regular and irregular plural nouns.

Use abstract nouns (e.g., *childhood*).

Form and use regular and irregular verbs.

Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

Ensure subject-verb and pronoun-antecedent agreement.

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Choose words and phrases for effect.

Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

SL.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.

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

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).

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Explain their own ideas and understanding in light of the discussion.

SL.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.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.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.

#### **Interdisciplinary Connections**

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.

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

**Computer Science and Design Thinking & Computer Science**

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems 8.1.2.CS.3:

Describe basic hardware and software problems using accurate terminology

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

**Career Readiness, Life Literacies, and Key Skills**

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4,8.1.5.DA.3)

9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a)

**Essential Understandings**

- Text features (maps, diagrams, charts, glossary, index, table of contents, captions, pronunciation key, bold words, photographs, title, subtitles, headings, appendix and sidebars) and text structures (Description/list, sequence or time order, compare and contrast, cause and effect/ problem and solution) help readers make sense of and learn from the text.
- Nonfiction texts have main ideas and details that support those main ideas.
- Nonfiction can also have narrative text structure. While reading narrative nonfiction, students need to draw on fiction reading strategies to make sense of the text.

**Essential Questions**

- What are text features and text structures? How do they help me learn from my reading?
- How do I find the main idea of the text and the details that support it?
- What is narrative nonfiction? How do I grow ideas while reading narrative nonfiction?

**Evidence of Student Learning**

<p><b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <ul style="list-style-type: none"> <li>• Students will create a nonfiction picture book in groups/partners using background knowledge of force in motion.</li> <li>• In small groups, students will pretend to be reporters working for an online biography company, and create a video biography on previously researched people who have made important contributions to our country and the world.</li> </ul>	<p style="text-align: center;"><b>Other Assessments</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Turn and Talk</li> <li>• Reading notebook check</li> <li>• Stop and Jot</li> <li>• Teacher Observations</li> <li>• Individual teacher conferences</li> <li>• Exit Slips</li> <li>• Linkit Skills Assessments</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Portfolio Assessment piece</li> <li>• <i>ReadyGen</i> Unit Test</li> <li>• Performance Assessments</li> <li>• Written Comprehension Responses</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>• <i>HMH</i> Reading Inventory</li> <li>• <i>Linkit</i> Assessment C</li> <li>• <i>ReadyGen</i> Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Reading Comprehension Questions</li> <li>• Reading Response Journals</li> <li>• Stop &amp; Jot Sentence Starters</li> <li>• Reader's Response Sentence Starters</li> <li>• Curriculum Based Assessments for fluency and/or comprehension</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How to identify nonfiction text structures in order to find important information.</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Use key questions to guide and focus their science research</li> </ul>

<ul style="list-style-type: none"> <li>● How to use text features to help summarize information and deepen understanding.</li> <li>● How to define unknown words in nonfiction texts.</li> <li>● How to make connections between two texts (cause-and-effect, sequence, comparisons, etc.).</li> <li>● Use visualization strategies to ensure understanding of motion.</li> <li>● Use evidence from the text to support thinking.</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the meaning of general academic and domain-specific words</li> <li>● Use text features and search tools to locate information relevant information to a given topic</li> <li>● Use information gained from text features to gain information from text</li> <li>● Describe the logical connection between particular sentences and paragraphs in a text to support specific points (example: comparison, cause and effect, sequence)</li> <li>● Conduct experiments and use visualization strategies to ensure understanding of motion</li> <li>● Determine the main idea of a text, recount the key details and explain how they support the main idea</li> <li>● Demonstrate command of the conventions of standard english grammar and usage when writing or speaking</li> <li>● Use a prewriting strategy</li> <li>● Demonstrate conventions of standard english grammar and usage when writing or speaking .</li> <li>● Demonstrate conventions of standard punctuation, capitalization, and spelling when writing.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
Students will access website about forces and create a KWL chart as a whole group, or in partners.	<a href="http://www.exploratorium.edu/skateboarding/trick.html">http://www.exploratorium.edu/skateboarding/trick.html</a> <a href="https://sciencebob.com/the-lincoln-high-dive/">https://sciencebob.com/the-lincoln-high-dive/</a> <a href="http://www.sciencetoymaker.org/balloon/index.html">http://www.sciencetoymaker.org/balloon/index.html</a>

<p>Students will research and create a presentation( slide show) about a famous inventor or scientist.</p>	<p><a href="https://www.pbs.org/education/blog/ten-black-scientists-that-science-teachers-should-know-about-and-free-resources">https://www.pbs.org/education/blog/ten-black-scientists-that-science-teachers-should-know-about-and-free-resources</a></p> <p><a href="https://www.weareteachers.com/women-scientists/">https://www.weareteachers.com/women-scientists/</a></p>
<p>Using examples from the website, students will create their own poems on forces, motion, or magnetism.</p>	<p><a href="http://sciencepoems.net/sciencepoems/force.aspx#.WQoXuogrlil">http://sciencepoems.net/sciencepoems/force.aspx#.WQoXuogrlil</a></p> <p><a href="http://www.cape.k12.mo.us/blanchard/hicks/news%20pages/scienceforcepoems.htm">http://www.cape.k12.mo.us/blanchard/hicks/news%20pages/scienceforcepoems.htm</a></p>
<p>Reading passages with comprehension practice</p>	<p><a href="http://www.readtheroy.com">www.readtheroy.com</a></p> <p><a href="http://ReadWorks.org">ReadWorks.org</a></p>

### Modifications

**Special Education Students / 504** (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

**English Language learners:** *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

**Students at Risk of Failure:** *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

**Gifted Students:** *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

*\*For additional modifications and accommodations, see below*

*English Language Learners*

- Wait time
- Provide anchor charts
- Model thinking
- writing
- Shared writing
- Show models of finished products
- Outlining

*Basic Skills/Economically Disadvantaged*

- Provide anchor charts
- Model thinking
- Model writing
- Shared writing
- Show models of finished products
- Outlining
- Graphic organizers

*Special Education*

- Follow all IEP modifications/504 plan
- Allow extra time to complete assignments or tests
- Work in a small group
- Shared writing

*504*

- Follow 504 plan
- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support

- adjusted class schedules or grading

*Gifted and Talented*

- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)  
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- Do not always be explicit, allow for discover
- Computer Based Programs
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary