

Kenilworth Public Schools

Curriculum Guide

Content Area: ELA Readers Workshop

Grade: 3

BOE Approved: 5/8/2023

Revision Date: N/A

Submitted by: Tammy Smith and Megan Loconte

BOE Revision Approved: N/A

Reading Workshop Scope and Sequence
 Grade Level: 3rd Grade
 Revision Date: Jan 2023

Unit 1- Reading- Launching	Unit 2- Reading- Nonfiction	Unit 3- Reading- Fiction	Unit 4- Poetry
Weeks 1-5	Weeks 6-14	Weeks 15-23	Weeks 24-32

<p><i>Unit Description:</i></p> <p>This unit provides models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading workshop. Establishing a community that fosters these behaviors is vital and will help your readers develop and grow. Through the targeted lessons in this</p>	<p><i>Unit Description:</i></p> <p>Students will enjoy reading and being read to using a wide variety and deep engagement of high-quality informational texts. Students will add to their repertoire of strategies for reading a variety of genres including nonfiction and narrative nonfiction. Students will strengthen their knowledge about the</p>	<p><i>Unit Description:</i></p> <p>Students will enjoy reading and being read to using a wide variety and deep engagement of high-quality literature texts. Students will become familiar with a variety of fiction genres including the reading of realistic fiction, personal narratives, folktales and historical fiction. Students will delve deeply into the</p>	<p><i>Unit Description:</i></p> <p>This unit will help readers learn and apply specific reading skills and strategies that will help unlock the meaning of poems while building their understanding of poetry as a genre. It will also address strategies that readers use when reading poetry, as well as ways to work through unfamiliar text, infer meaning, and build a deeper understanding of the messages, moods,</p>
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<p>unit, your students' focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they begin to participate in meaningful conversations connected to the books they are sharing.</p>	<p>various text features, their use, and how they contribute to and clarify a text. Key strategies the students will develop include: determining importance, locating the main idea and supporting details, questioning and talking back to the text, determining the meaning of and using new content-specific vocabulary, and applying analytical thinking to compare and contrast. Students will identify that the purpose of informational texts is to inform and offer information related to a topic of interest or study.</p>	<p>understanding of story grammar including: characters, setting, sequence of events, cause and effect, problem and solution using realistic fiction texts. Students will understand that the main purpose of reading literature is to entertain the reader and develop a deeper understanding of how these and all stories work. Students will have opportunities to compare and contrast texts to develop skills in critical reading.</p>	<p>images, and feelings that are shared in poems.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Identify and model effective listening behaviors (e.g., 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Read, use and identify the 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Ask and answer questions to demonstrate 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Read and reread poetry to become familiar with a

<p>making eye contact, nodding, thinking of questions to ask, responding). (RL.3.1., RI.3.1., SL.3.1.B.)</p> <ul style="list-style-type: none"> ● Recognize that printed material can be organized by various characteristics (genre, reading level, etc.). ● Recognize that systems of organization can guide one’s selection of printed material. ● Identify, choose and read a variety of printed material for a variety of purposes (“just right” book: instructional, independent, frustration). (RF.3.4.A., RL.3.10., RI.3.10.) ● Compare various genres (e.g. mystery, realistic fiction, fantasy, historical fiction, traditional literature, science fiction, poetry, 	<p>characteristics of nonfiction materials to gain information and content knowledge. (RI.3.1, RI.3.3)</p> <ul style="list-style-type: none"> ● Preview texts to determine structure, features and activate prior knowledge and questions about topic. (RI.3.1) ● Determine important ideas and messages in chunks of informational text (paragraph, page, chapter. (RI.3.2., RI.3.8.) ● Determine if information is important, distracting or just interesting. (RI.3.1.) ● Identify and use text features and search tools to facilitate understanding of informational text. 	<p>understanding using evidence from the text (QAR). (RL.3.1.)</p> <ul style="list-style-type: none"> ● Use comprehension strategy of “Questioning the text” referring back to the text as the basis for the answers. (RL.3.1.) ● Retell stories. (RL.3.2.) ● Determine the theme, lesson or moral and demonstrate with text evidence.(RL.3.2.) ● Identify characters and their traits, feelings and motivations. (RL.3.3.) ● Identify how the characters actions contribute to the sequence of events. (RL.3.3.) ● *link this objective with cause and effect, problem and solution. ● Refer to parts of stories and describe how each successive 	<p>variety of poems, texts, and poets and think and talk well about them (e.g., Acrostic, Alphabet, Cinquain, Free Verse, etc.). (RL.3.1., RL.3.5.)</p> <ul style="list-style-type: none"> ● Read and reread poetry using strategies to discover meaning. (L.3.5., SL.3.2.) ● Read and reread poetry to determine figurative language (metaphor, simile, limerick), word relationships and word meanings. (RL.3.4., L.3.5.) ● Identify qualities of poetry by study various characteristics. (RL.3.5.) ● Read a variety of poetry at the appropriate text complexity level. (RL.3.10.)
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<p>biography, informational).</p> <ul style="list-style-type: none"> ● Recognize the use of similes in various genres. (L.3.5.A.) ● Establish reading goals (personal and community). ● Produce simple, compound and complex sentences when speaking. (L.3.1.I.) ● Identify and demonstrate effective reading behaviors/habits (e.g., reading environment: choosing a location, lighting; posture, volume, to maintaining focus, prior knowledge, to identify reading materials). (SL.3.1.A.-D., SL.3.2., SL.3.6.) ● Develop a respect for individual differences in ability, preference, and style among readers and communicators. (SL.3.1.B.D.) 	<p>(RI.3.5., L.3.4.A., L.3.4.D.)</p> <ul style="list-style-type: none"> ● Respond to text with reactions and questions. (RI.3.1.) ● Compare one’s point of view to that of the author of the text. (RI.3.6.) ● Use graphic aids such as illustrations, pictures, drawings, and maps to gain information. (RI.3..) ● Identify and describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI 3.8.) ● Introduce compare and contrast details on the same topic found in a variety of texts. (RI.3.9.) 	<p>part builds on earlier sections. (RL.3.5.)</p> <ul style="list-style-type: none"> ● Use the meaning of words and phrases in the text literal from nonliteral language. (RL.3.4., L.3.4.A., L.3.5.A.-C.); identify literal and figurative language (idioms). ● Identify the point of view of the narrator or those of the characters in the text. (RL.3.6.) ● Identify how specific text’s illustrations contribute to what is conveyed by the words in a story. (RL.3.7.) ● Compare and contrast the characters, themes, setting, and plots of stories written by the same author. (RL.3.9.) – through picture books. ● Read and comprehend literature. (RL.3.10.) 	<ul style="list-style-type: none"> ● Read and reread poems to support level of fluency: orally with accuracy, appropriate rate and expression. (RL.3.10.) ● Compare and contrast poems. (RL.3.5.) ● Infer and form interpretations about poetry. (RL.3.5.) ● Ask questions to clarify meaning. (RL.3.1., SL.3.1.) ● Revise thinking as understanding of the poem grows. (RL.3.1.) ● Read and respond to poems (illustration, dramatic readings and performances, personal connections). (RL.3.1., RL.3.5.) ● Support opinions or interpretations with lines from the poem. (RL.3.5.)
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<ul style="list-style-type: none"> ● Identify and demonstrate techniques and procedures for responding to text in a reading community (oral or non-verbal communication in whole group, small group settings). (SL.3.1 A.-D., SL.3.3.) ● Participate in independent and community reading experiences such as shared, guided, partner, and read aloud. (RL.3.10., RI.3.10.) 	<ul style="list-style-type: none"> ● Accumulate information to revise thinking, adding and synthesizing new information. (RI.3.9., RI.3.10.) ● Read and comprehend a variety of informational text. (RI.3.10.) ● Use general academic and domain-specific words and phrases in speaking and writing. (L.3.6) ● Use words and phrases for effect. (L.3.3.A.) ● Produce simple, compound and complex sentences when speaking. (L.3.1.I.) ● Participate actively and appropriately in discussions about informational texts. (SL.1.A.-D., SL.3.2., 	<ul style="list-style-type: none"> ● Produce simple, compound and complex sentences when speaking. (L.3.1.I.) ● Participate actively and appropriately in discussions about realistic fiction. (SL.1.A.-D., SL.3.2., SL.3.3. SL.3.6.) ● Continuously use the reading comprehension strategies of “Visualizing”, “Inferring Meaning”, and “Making Connections” in order to read 3rd grade comprehensive text at a proficient level. (RL.3.10.) 	<ul style="list-style-type: none"> ● Identify and define poetic terms (e.g., stanza). (R.L. 3.5.) ● Collaborate with reading partners to think, talk, and perform favorite poems. (SL.3.1.A.-D., SL.3.6., L.3.1., L.3.3., L.3.6.) ● Use effective listening behaviors (e.g., making eye contact, nodding thinking of questions to ask, responding). (SL.3.1.B.) ● Demonstrate appropriate use of guidelines for discussion such as taking turns when speaking and building on other’s thoughts, feelings and opinions. (SL.3.1.A., SL.3.1.B., SL.3.1.C.) ● Express ideas, feelings, understanding clearly
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	<p>SL.3.3., SL.3.4., SL.3.6.)</p> <ul style="list-style-type: none"> ● Summarize to explain the big ideas of a text to a partner. (SL.1.A.-D., SL.3.2., SL.3.3., SL.3.4., SL.3.6.) ● Determine or clarify the meaning of new words and new phrases using a variety of strategies. (RI.3.4., L.3.4.A.-D.) 		<p>using appropriate tone and volume to task and situation. (SL.3.1.D.)</p> <ul style="list-style-type: none"> ● Produce complete sentences to share ideas when appropriate. (SL.3.6., L.3.1.I.) ● Recognize and respect others' perspectives during discussions. (SL.3.1.B.) ● Participate in independent and community reading experiences and collaborative discussions in shared, guided, partner, independent and read aloud. (RL.3.10., SL.3.1.A., SL.3.1.B., SL.3.1.C., SL.3.6., SL.3.1.D., L.3.6.)
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Reading

3rd Grade

March 2023

Unit 1: Launching

Pacing/Days: 4 weeks

Unit Summary: The unit provides models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading workshop. Establishing a community that fosters these behaviors is vital and will help your readers develop and grow. Through the targeted lessons in this unit, your students' focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they begin to participate in meaningful conversations connected to the books they are sharing.

Learning Targets

Unit Big Idea: Building a Community of Readers

Unit Enduring Understandings: Each enduring understanding should have an accompanying Essential Question

- Readers get to know their own identities, habits and routines as they develop skills and strategies across a variety of texts.
- Individuals read for a variety of purposes.
- Effective reading communities work best with clearly communicated procedures and routines.
- Each individual has a role in creating and maintaining their reading community.
- Readers discuss and share what they read.
- Reading takes place when appropriate material is chosen.

Unit Essential Questions:

- How do students develop an understanding of themselves as readers?
- What role does reading have in your life?
- What does a reading community look like and how do I recognize myself as an individual reader in the community?
- How can we work as a class, in small groups, and individually to become better readers?

Student Learning Targets:

Students will be able to...

- Develop an understanding of themselves as readers;
- Learn to self-select appropriate texts;
- Set goals for themselves as readers;

Evidence of Learning:

Formative:

- Assessment of Key Comprehension Strategies
- Running Record
- Where Are My Students in the Reading Process
- Book Shopping
- Conferring

- Learn the expectations and routines for actively participating in a reading community;
- Learn how to participate in collaborative conversations about texts;
- Learn how to follow agreed-upon rules for discussions;
- Learn to identify the main ideas and supporting details of a text or information presented orally;
- Learn how to ask and answer questions to clarify understanding of a topic under discussion;
- Recognize the differences among books that entertain, inform, and persuade, drawing on a wide reading of a range of text types, including fiction, poetry, and nonfiction;
- Develop habits of mind for engaging with a variety of texts;
- Learn how to apply self-monitoring skills;
- Learn how to determine the meaning of challenging vocabulary words and phrases in a text;
- Learn how to ask and answer questions to demonstrate understanding of the key details in a text; and
- Learn how to identify and use various text features to locate relevant information in a text.

- Conference Questions
- Guided Reading Levels (Fall, Winter)
- See **Student Forms** for additional assessment opportunities

Unit Summative Assessment:

- Student performance checklist rubric (end of unit)
- Collect Reading Notebooks
- GR Level (FALL)

New Jersey State Learning Standards

NJSLS Standards:

READING STANDARDS FOR LITERATURE

Key Ideas and Details:

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.

Craft and Structure:

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.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details:

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.

Craft and Structure:

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

Integration of Knowledge and Ideas:

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).

SPEAKING AND LISTENING

Comprehension and Collaboration:

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

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

Presentation of Knowledge and Ideas:

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.

LANGUAGE STANDARDS

Conventions:

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

Vocabulary Acquisition and Usage:

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words 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 vocabulary, including words and phrases that signal spatial and temporal relationships.

Career Readiness, Life Literacies, and Key Skills (CLKS):

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact

Primary Interdisciplinary Connections: (Use Font: Times, Size:12, Not Bold)

- Writing: Have students write a response to the book Henry and the Buccaneer Bunnies. Have them specifically answer these questions:How similar am I to Henry?, Am I passionate about a certain activity?, How do other people feel about my hobby? W.3.2, 2.1.2.E.1
- Writing/Art: Have students create a comic strip showing a time in their lives when they or someone they know didn't really enjoy reading and then how and/or why they changed. Make sure they illustrate the setting and depict themselves with strong facial expressions, just as Meena was drawn in the read-aloud text. Present to classmates SL.3.5, CRP6

Computer Science and Design Thinking Standards:

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Climate Change

Standards:<https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

ELA Companion Standards: See NJSL standards for all ELA standards addressed within unit

Lesson Plans

<i>Teaching Points & Learning Activities</i>	<i>Timeframe</i>
IRA 1 <ul style="list-style-type: none">● I can learn the routines and expectations for participating in readers workshop.	4 weeks
IRA 2 <ul style="list-style-type: none">● I can know and understand myself as a reader.	
IRA 3 <ul style="list-style-type: none">● I can learn about selecting appropriate types of books for myself as a reader.● I can set goals for myself as a reader.	

IRA 4

- I can participate in conversations about texts.
- I can follow rules for participating in conversations about texts.
- I can listen when other people are speaking and make comments about the text.

IRA 5

- I can monitor for meaning and use fix-strategies when meaning breaks down.

IRA 6

- I can find the important details in a text and talk with others about their thinking.

IRA 7

- I can create a Reading Notebook to notate my thinking about the text.

IRA 8

- I can discuss the text by providing specific evidence from the story.
- I can ask and answer clarifying questions and comments about the text.

ML 1

- I can keep track of my thinking in a Reading Notebook.

ML 2

- I can reflect on my reading habits and make goals.

ML 3

- I can share my ideas and connections with my reading partner to deepen my understanding of the text.

ML 4

- I can stop and jot to note my thinking in my Reading Notebook.

ML 5

- I can maintain my focus during independent reading time.

ML 6

- I can monitor my reading for understanding and reread to make sense of the text.

ML 7

- I can create mental images based on the descriptions of the text.

ML 8

<ul style="list-style-type: none"> ● I can use story elements to deepen my understanding of the text. <p>ML 9</p> <ul style="list-style-type: none"> ● I can infer and make conclusions based on big ideas in poems. <p>ML 10</p> <ul style="list-style-type: none"> ● I can use nonfiction text features to determine importance and identify key ideas in the text. <p>List classroom lessons and learning activities by day.</p>	
<i>Teacher Resources & Student Tools</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> ● Schoolwide Reading Fundamentals Launching Unit <p>Mentor Texts</p> <ul style="list-style-type: none"> ● <i>Balloons Over Broadway: The Puppeteer of Macy’s Parade</i> ● <i>The Bee Tree</i> ● <i>The Girl Who Hated Books</i> ● <i>Henry and the Bunny Buccaneers</i> ● <i>The Plot Chickens</i> ● <i>Swirl by Swirl: Spirals in Nature</i> <p>Shared Texts</p> <ul style="list-style-type: none"> ● <i>Ducks on a Winter Night</i> ● <i>Feeling the Rain</i> ● <i>Great Travels</i> ● <i>Insects: Using Color to Keep Alive</i> ● <i>Learning About Whales</i> ● <i>My Name is...</i> ● <i>The Twister</i> ● <i>Why Bears Sleep All Winter: A Tale From Lapland</i> ● <i>Excerpt from ZooBooks: Animal Champions</i> ● <i>All Are Welcome</i> ● <i>One Candle</i> ● <i>The Family Book</i> ● <i>The Patchwork Path: A Quilt Map to Freedom</i> ● <i>We Are Water Protectors</i> ● <i>Cora Cooks Pancit</i> <p>Student Forms</p> <ul style="list-style-type: none"> ● <i>My Reading Life Story</i> ● <i>My Reading Log</i> ● <i>Figuring It Out</i> ● <i>Making Connections</i> ● <i>Blank Notebook Page</i> ● <i>How to Choose Just Right Books</i> 	<p>(Use Font: Times, Size:12, Centered, Not Bold)</p>

- *My Reading Goals*
- *Examining My Reading Habits: Setting Goals*
- *Talking About Books*
- *Discussion Starters*
- *Reading Self-Assessment*
- *Seeing the Movie in My Mind*
- *Family Stories*
- *Story Map*
- *Bingo Board*

Classroom Library Materials

- Leveled libraries
- Reader's Notebooks
- Sticky Notes
- Book Baggies
- Graphic Organizers
- Highlighters
- Clipboards
- iPads/Chrome- books
- Chart Paper

Additional Materials

Storyworks, Grade 3

- Leveled libraries
- Reader's Notebooks
- Sticky Notes
- Book Baggies
- Graphic Organizers
- Highlighters
- Clipboards
- iPads/Chrome- books
- Chart Paper

Digital Tools:

- Google Classroom
- BrainPOP
- FlipGrid
- Kahoot
- EPIC
- Quizizz
- Freckle
- Raz Kids
- Scholastic Magazines
- Newsela

- Readworks

NOTE

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 2- Nonfiction

Pacing/Days: 4-6 weeks

Unit Summary: Students will enjoy reading and being read to using a wide variety and deep engagement of high-quality informational texts. Students will add to their repertoire of strategies for reading a variety of genres including nonfiction and narrative nonfiction. Students will strengthen their knowledge about the various text features, their use, and how they contribute to and clarify a text. Key strategies the students will develop include: determining importance, locating the main idea and supporting details, questioning and talking back to the text, determining the meaning of and using new content-specific vocabulary, and applying analytical thinking to compare and contrast. Students will identify that the purpose of informational texts is to inform and offer information related to a topic of interest or study.

Learning Targets

Unit Big Idea: Nonfiction texts encompass reference, literary and biography texts, and provide facts and information that sparks curiosity and opens students eyes to new worlds and different points of view.

Unit Enduring Understandings:

- Nonfiction texts encompass reference, literary nonfiction and biography texts that provide facts and information.
- Nonfiction texts are organized in a variety of ways (chronological order, cause/effect, problem/solution, main idea and details and compare/contrast) to best share information with the reader.
- Text features give the reader additional information about the topic and help to organize the information in a manageable way.

Unit Essential Questions:

- What are nonfiction texts?
- How are nonfiction texts organized?
- How do text features help the reader?

Student Learning Targets:

Students will be able to...

- Read a variety of types of nonfiction, including reference, literary nonfiction, and biography;
- Use knowledge of genre, text structure, and text features to support understanding;
- Use comprehension strategies before, during, and after reading to monitor and deepen comprehension;
- Employ a repertoire of strategies and self-monitoring skills to figure out unfamiliar vocabulary while reading;

Evidence of Learning:

- Assessment of Comprehension Strategies (mini quizzes)
- Running Records
- Guided Reading Levels
- Book Shopping
- Conferring
- Student Forms
- Reading Notebook Entries

- Use textual evidence to support thinking about nonfiction reading in both conversation and writing;
- Infer an author's purpose or viewpoint;
- Summarize and synthesize information to determine important ideas;
- Analyze the impact of the author's language choices on the meaning and tone of the text;
- Analyze and evaluate arguments presented in nonfiction texts;
- Synthesize and compare information across texts and in various formats (e.g., print, visual); and
- Determine and pursue meaningful goals for enhancing the reading of nonfiction.

Unit Summative Assessment:

- Mid Unit Summative Assessment- Schoolwide
- End of Unit Summative Assessment- Schoolwide
- Guided Reading Levels administered in the Fall/Winter

New Jersey State Learning Standards

NJSLS Standards:

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details:

- **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.

Craft and Structure:

- **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.

Integration of Knowledge and Ideas

- **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.

Range of Reading and Complexity of Text

- **RI.3.10:** By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

SPEAKING AND LISTENING

Comprehension and Collaboration:

- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
- **SL.3.2:** Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.
- **SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas:

- **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.

LANGUAGE STANDARDS

Conventions:

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

Vocabulary Acquisition and Usage:

- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning words 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 vocabulary, including words and phrases that signal spatial and temporal relationships.

Career Readiness, Life Literacies, and Key Skills (CLKS):

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact

<p>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Math- viewing graphs in text features and interpreting meaning
<p>Computer Science and Design Thinking Standards:</p> <ul style="list-style-type: none"> ● 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
<p>Climate Change Standards:</p> <p>3-ESS2-2: Obtain and combine information to describe climates in different regions of the world.</p> <p>Overarching Question: How does an area's typical weather conditions change and what is the extent to which those conditions vary over years?</p> <ul style="list-style-type: none"> ● W.3.7- Conduct short research projects that build knowledge about a topic. <p>https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml</p>
<p>ELA Companion Standards: See NJSL standards for all ELA standards addressed within unit</p>

Lesson Plans	
<i>Teaching Points & Learning Activities</i>	<i>Timeframe</i>
<p>Student Outcomes:</p> <p>IRA 1</p> <ul style="list-style-type: none"> ● I can understand why and how we read nonfiction. ● I can recognize the three different types of nonfiction texts: biography, literary nonfiction and reference. <p>IRA 2</p> <ul style="list-style-type: none"> ● I can navigate through nonfiction text and visual details to make meaning. ● I can identify common nonfiction text features. <p>IRA 3</p> <ul style="list-style-type: none"> ● I can read, think, question and reread to make connections and deepen my understanding. ● I can understand that reading nonfiction is a slower, more focused process than reading fiction. 	<p>4-6 weeks</p>

IRA 4

- I can notice how writers organize texts to communicate ideas.
- I can learn about how the text structure of a nonfiction book can help me identify important information in the text and enhance my understanding.

IRA 5

- I can understand that text structure can help me focus on key ideas.

IRA 6

- I can be a word detective and use “fix up” strategies when what I am reading does not make sense.
- I can monitor my reading and notice when meaning is breaking down.
- I can reread the text and use strategies to solve the meaning of unfamiliar words and phrases.

IRA 7

- I can understand that there are different perspectives and points of view about various topics and subjects.
- I can identify the author’s purpose for writing the text to help me better analyze the content and make inferences.

IRA 8

- I can answer who, what, where, when, why and how questions about a text.
- I can summarize key ideas from a text to help me deepen my understanding

ML 1

- I can discuss the elements of literary nonfiction and can deepen my appreciation for literary nonfiction.

ML 2

- I can discuss the elements of a biography and can deepen my appreciation for biographies.

ML 3

<ul style="list-style-type: none"> ● I can discuss the elements of reference nonfiction and can deepen my appreciation for reference on fiction. <p>ML 4</p> <ul style="list-style-type: none"> ● I can use information I learned from the words, graphics and visual details to make meaning. ● I can learn how to use text features and paragraph structures of nonfiction reference text to help me understand and remember new information. <p>ML 5</p> <ul style="list-style-type: none"> ● I can use my knowledge of nonfiction text structure to sort and chunk important information. ● I can learn how to use chronological text structure to determine what is important. <p>ML 6</p> <ul style="list-style-type: none"> ● I can learn how to compare text structures to make connections and deepen my understanding. <p>ML 7</p> <ul style="list-style-type: none"> ● I can learn how to use the problem/solution text structure to help me focus and deepen my understanding. <p>ML 8</p> <ul style="list-style-type: none"> ● I can learn how to use the description text structure to summarize the main ideas and supporting details and to deepen understanding. <p>ML 9</p> <ul style="list-style-type: none"> ● I can notice when meaning is breaking down and figure out the meaning of unfamiliar words by using context clues. <p>ML 10</p> <ul style="list-style-type: none"> ● I can learn how to determine the author’s purpose and make inferences about the message. 	
<i>Teacher Resources & Student Tools</i>	<i>Teacher Note</i>
● Schoolwide Reading Fundamentals Nonfiction Unit	

Mentor Texts

- *Animal Tongues*
- *A Butterfly Is Patient*
- *Chimpanzees*
- *Look to the North: A Wolf Pup Diary*
- *Snowflake Bentley*
- *Waiting for Ice*

Shared Texts

- *George Washington*
- *Great White Sharks*
- *John F. Kennedy*
- *Maple Syrup*
- *New Hope for Beauty*
- *Why Leaves Change Colors*
- *Excerpts from Zoobooks: Chimpanzees*

Student Forms

- *Nonfiction Scavenger Hunt*
- *Looking at Features*
- *How the Text Features Help*
- *Common Nonfiction Text Structures*
- *Common Nonfiction Text Structures and Key Signal Words*
- *What Do You See? What Do You Think?*
- *Word Detective Strategies*
- *Summarize to Understand*
- *Sum It Up*
- *Sorting Literary Nonfiction*
- *Photo Plaque*
- *Creating a Buddy Biography*

Classroom Library Materials

- Leveled libraries
- Reader's Notebooks
- Sticky Notes
- Book Baggies
- Graphic Organizers
- Highlighters
- Clipboards
- iPads/Chrome- books
- Chart Paper

Additional Materials

- Storyworks, Grade 3

- Leveled libraries
- Reader's Notebooks
- Sticky Notes
- Book Baggies
- Graphic Organizers
- Highlighters
- Clipboards
- iPads/Chrome- books
- Chart Paper

Digital Tools:

- Google Classroom
- BrainPOP
- FlipGrid, Kahoot
- Quizizz
- Freckle
- Raz Kids
- Scholastic Magazines
- Newsela
- Readworks
- Epic

● Tools (**add/delete as appropriate**):

-Google Classroom, BrainPOP, FlipGrid, Kahoot, Quizizz, Freckle, Raz Kids, Scholastic Magazines, Newsela, Epic

(See this [list](#) for more ideas from the NJDOE)

(See this [list](#) for Kenilworth Tools and Platforms)

**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 3- Fiction

Pacing/Days: 4-6 weeks

Unit Summary: Students will enjoy reading and being read to using a wide variety and deep engagement of high-quality literature texts. Students will become familiar with a variety of fiction genres including the reading of realistic fiction, personal narratives, folktales and historical fiction. Students will delve deeply into the understanding of story grammar including:

characters, setting, sequence of events, cause and effect, problem and solution using realistic fiction texts. Students will understand that the main purpose of reading literature is to entertain the reader and develop a deeper understanding of how these and all stories work. Students will have opportunities to compare and contrast texts to develop skills in critical reading.

Learning Targets

Unit Big Idea: Fiction texts encompass many different types of stories—fantastical, magical, traditional, historical, mythological, or realistic that help students understand the various forms, features, and purposes of fiction.

Unit Enduring Understandings:

- Fiction is a genre of literature that includes fantasy, traditional tales, realistic fiction, mystery, historical fiction, and science fiction.
- Fiction text is organized in a sequential structure to allow the reader to understand the order in which the events are happening to help the reader comprehend the text, as well as make predictions.
- The reader can infer various themes of literature and apply how those themes relate to their personal lives.

Unit Essential Questions:

- What are the different subgenres of fiction and how do they differ?
- How is fiction text organized?
- Why is the author’s message important in fiction text?

Student Learning Targets:

Students will be able to...

- Recognize different types and structures of fiction.
- Identify common story elements and key details in fiction text (characters, setting, plot, conflict, resolution)
- Understand narrative, chronological structure of fiction
- Understand how to read a dramatic play differently from a narrative fiction text
- Retell stories using story structure elements and key details, as well as determine their central message or theme.
- Compare and contrast two or more versions of the same story
- Use personal schema and textual evidence to make predictions and connections
- Understand differences in the points of view of characters

Evidence of Learning:

- Assessment of Comprehension Strategies (mini quizzes)
- Running Records
- Guided Reading Levels
- Book Shopping
- Conferring
- Student Forms
- Reading Notebook Entries

- Ask questions to clarify thinking and deepen understanding
- Use literary language to create mental images or visualize what is taking place in a text
- Determine the meaning of non literal or figurative language as it is used in a text
- Identify the author’s tone and their emotional response

Unit Summative Assessment:

- Mid Unit Summative Assessment- Schoolwide
- End of Unit Summative Assessment- Schoolwide
- Guided Reading Levels administered in the Spring

New Jersey State Learning Standards

NJSLS Standards:

READING STANDARDS FOR LITERATURE

Key Ideas and Details:

- **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.

Craft and Structure:

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

Integration of Knowledge and Ideas:

- **RL.3.7:** Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).

- **RL.3.8:** (Not applicable to literature)
- **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).

Range of Reading and Level of Text Complexity:

- **RL.3.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

SPEAKING AND LISTENING

Comprehension and Collaboration:

- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
- **SL.3.2:** Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.
- **SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas:

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

LANGUAGE STANDARDS

Conventions:

- **L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.3.3:** Use language to achieve particular effects when writing or speaking.

Vocabulary Acquisition and Usage:

- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning words 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 vocabulary, including words and phrases that signal spatial and temporal relationships.

Career Readiness, Life Literacies, and Key Skills (CLKS):

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact

<p>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Art- Students can view and understand traditional Ashanti artwork as presented in several of the texts. Students can create their own art inspired by Ashanti patterns. ● Social Studies- Students can research the Ashanti people and culture to gain a global perspective.
<p>Computer Science and Design Thinking Standards:</p> <ul style="list-style-type: none"> ● 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
<p>Climate Change Standards: https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml</p>
<p>ELA Companion Standards: See NJSL standards for all ELA standards addressed within unit</p>

Lesson Plans	
<i>Teaching Points & Learning Activities</i>	<i>Timeframe</i>
<p>Student Outcomes:</p> <p>IRA 1</p> <ul style="list-style-type: none"> ● I can understand that fiction texts are not real and are created from the writer’s imagination. <p>IRA 2</p> <ul style="list-style-type: none"> ● I can recognize that fictional stories follow a sequential text structure and include five basic story elements. <p>IRA 3</p> <ul style="list-style-type: none"> ● I can appreciate that folktales are stories that come from all over the world and have been passed down through storytellers from different cultures. <p>IRA 4</p> <ul style="list-style-type: none"> ● I can recognize why folktales have been passed down from generation to generation. ● I can recognize how folktales reflect the values and beliefs of a culture. ● I can appreciate folktales and connect with the text more deeply. <p>IRA 5</p>	<p>4-6 weeks</p>

- I can use background knowledge and evidence from the text to infer the author's message or theme.

IRA 6

- I can use descriptions in the text to help me understand character's traits, problems, actions and feelings.

IRA 7

- I can notice how the writer's use of imagery and illustrations influence the mood and feeling about the text.

IRA 8

- I can recognize that some fiction writers do not always tell the reader what they want to know.
- I can learn how to analyze details in a mystery to draw conclusions and solve the puzzle.

ML 1

- I can follow the main characters' actions as the story unfolds.
- I can identify the characters' traits, motivations and feelings to deepen my understanding of the text.

ML 2

- I can recognize that some types of fiction include more complex characters that change throughout the story.
- I can recognize when and why characters change over time.

ML 3

- I can recognize that fiction includes rich, descriptive language to create vivid images.
- I can determine the meaning of literal and nonliteral words.

ML 4

- I can understand that writers set a tone for the story by using words and illustrations.
- I can identify the writer's tone and my own personal response after reading a story.

ML 5

- I can read closely to note how the story elements contribute to the story.
- I can use important information from the text to draw conclusions and infer the theme of the story.

ML 6

- I can make connections and discuss the reading to increase my comprehension and appreciation of the text.

<ul style="list-style-type: none"> ● I can develop critical thinking skills by making connections to the text through personal life experiences, other text and issues in the real world. <p>ML 7</p> <ul style="list-style-type: none"> ● I can understand that writers tell fiction stories from different points of view. ● I can identify who is telling the story. ● I can identify how points of view affect the plot, tone and mood of the story. <p>ML 8</p> <ul style="list-style-type: none"> ● I can understand the importance of dialogue to deepen my understanding of the text. ● I can learn about how description and dialogue reveal important information about the characters and move the plot along. <p>ML 9</p> <ul style="list-style-type: none"> ● I can compare and contrast story elements and themes of similar books in a series written by the same author. <p>ML 10</p> <ul style="list-style-type: none"> ● I can compare and contrast the text structure and features of narratives and dramatic play scripts. ● I can learn about the elements of a drama/play and read a play to deepen my appreciation of the text. 	
<i>Teacher Resources & Student Tools</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> ● Schoolwide Reading Fundamentals Fiction Unit <p>Mentor Texts</p> <ul style="list-style-type: none"> ● <i>Anansi Does the Impossible!: An Ashanti Tale</i> ● <i>Anansi the Spider: A Tale from the Ashanti</i> ● <i>Fables</i> ● <i>The Mary Celeste: An Unsolved Mystery from History</i> ● <i>Mirette on the High Wire</i> ● <i>Zen Shorts</i> <p>Shared Texts</p> <ul style="list-style-type: none"> ● <i>“The Claw”</i> ● <i>“Gu Dong is Coming”</i> ● <i>“Old Dog, New Tricks”</i> ● <i>“The Private I’s and the Case of the Big Stink”</i> ● <i>“The Private I’s and the Case of the Mixed Up Message”</i> <p>Student Forms</p>	<p>(Use Font: Times, Size:12, Centered, Not Bold)</p>

- *Feelings About Fiction*
- *Story Elements of My Fictional Text*
- *Language to Remember in Folktales*
- *What's the Reason?*
- *What's the Message?*
- *Identifying Characters' Traits in Fables*
- *What's the Mood?*
- *Putting the Pieces Together*
- *What a Character!*
- *Characters Change*
- *What Does It Really Mean?*
- *Looking at Mood and Tone*
- *What's the Moral?*
- *Making Connections to Texts*
- *What's Their Point of View?*
- *My Text to Text Connections*

Classroom Library Materials

- Leveled libraries
- Reader's Notebooks
- Sticky Notes
- Book Baggies
- Graphic Organizers
- Highlighters
- Clipboards
- iPads/Chrome- books
- Chart Paper

Additional Materials

Storyworks, Grade 3

- Leveled libraries
- Reader's Notebooks
- Sticky Notes
- Book Baggies
- Graphic Organizers
- Highlighters
- Clipboards
- iPads/Chrome- books
- Chart Paper

Digital Tools:

- Google Classroom
- BrainPOP
- FlipGrid, Kahoot

- Kami
 - Quizizz
 - Freckle
 - Raz Kids
 - Scholastic Magazines
 - Newsela
 - Readworks
 - Epic
- **Tools (add/delete as appropriate):**
 -Google Classroom, BrainPOP, FlipGrid, Kahoot, Quizizz, Freckle, ALEKs, Raz Kids, Scholastic Magazines Newsela, Epic
- (See this [list](#) for more ideas from the NJDOE)
 (See this [list](#) for Kenilworth Tools and Platforms)

NOTE

**Differentiating Instruction:
 Students with Disabilities, English Language Learners,
 and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling

- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 4: Poetry	
Pacing/Days: 4 - 6 weeks	
Unit Summary: This unit will help readers learn and apply specific reading skills and strategies that will help unlock the meaning of poems while building their understanding of poetry as a genre. It will also address strategies that readers use when reading poetry, as well as ways to work through unfamiliar text, infer meaning, and build a deeper understanding of the messages, moods, images, and feelings that are shared in poems.	
Learning Targets	
Unit Big Idea: Unlock the Meaning of Poetry	
<p>Unit Enduring Understandings: Each enduring understanding should have an accompanying Essential Question</p> <ul style="list-style-type: none"> • Readers appreciate poetry as a rich, engaging genre that invites them to study and acknowledge the beauty and functions of language. 	<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What do readers use to interpret the structural elements of poems?
<p>Student Learning Targets:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Analyze poems for a variety of literary elements, including elements of structure (stanzas, verse), figurative language, and other crafting techniques, such as line breaks and white space; • Use their senses and create mental images to understand poems; 	<p>Evidence of Learning:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Assessment of Key Comprehension Strategies • My Reading Log and Reflection 3-5 • Running Record • Where Are My Students in the Reading Process? • Poetry Grade 3 Student Performance Checklist • Grade 3 Poetry Reading Assessment - Clara's Closet • Grade 3 Poetry Reading Assessment -

<ul style="list-style-type: none"> ● Make connections with various poems and use background knowledge or schema to determine meaning; ● Question how the words in a poem make them feel and understand that those feelings help them better understand poems; ● Apply self-monitoring skills and strategies to interpret vocabulary; ● Recognize and use text clues to uncover a poem's big idea; ● Compare and contrast the language, meaning, and structure of poems to better understand their similarities and differences; ● Discover how crafting techniques (e.g., line breaks, white space, word choice, punctuation) impact the way a poem is read and how it sounds; ● Interpret words and phrases in order to understand and/or discuss how they shape meaning and convey mood and tone; ● Recognize qualities that enhance poetry, such as shared observations of the world, rhythm, imagery, and opportunities to infer author's purpose and inspiration; ● React to a poem using drawings, movements, and/or performances; and ● Uncover themes and big ideas within and across poems through making inferences and synthesizing thoughts and ideas. 	<p style="text-align: center;">Last Summer</p>
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Unit Summative Assessment:

- Poetry Grade 3 Summative Assessment
- GR Levels (Spring)

New Jersey State Learning Standards**NJSLS Standards:****READING STANDARDS FOR LITERATURE****Key Ideas and Details:**

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.

Craft and Structure

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

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.

Integration of Knowledge and Ideas:

RL.3.7: Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).

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).

Range of Reading Level and Text Complexity:

RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

SPEAKING AND LISTENING STANDARDS**Comprehension and Collaboration:**

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or in multiple modalities.

SL.3.3: Ask and answer questions about information from a speaker's point of view, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

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.3.5: Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

LANGUAGE STANDARDS

Conventions:

L.3.1: Observe conventions of grammar and usage when writing or speaking.

L.3.3: Use language to achieve particular effects when writing or speaking.

Vocabulary Acquisition and Usage:

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

L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.

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

Career Readiness, Life Literacies, and Key Skills (CLKS):

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact

Primary Interdisciplinary Connections: (Use Font: Times, Size:12, Not Bold)

- Writing/Research: Have students find a poem from the Internet or their school or public library by one of the mentor text poets used in class or recommended on the list. (Provide students with the list of poets from the Interactive Read-Aloud Lesson "What Do You See?") Have them use their Reading Notebooks to write down where they think the inspiration for the poem came from and why. W.3.1, 8.1.5.A.1
- Art: Create a class book of illustrations by having each student choose one poem and then illustrate a connected experience and the emotion the poem evoked. Have students create a Table of Contents divided into the emotions that students expressed in their illustrations. W.3.1b
- Digital Research: Students can choose elements out of a hat and then collect poems from home, the public library, or the Internet that include the elements they have selected. Students locate words in the text and distinguish between literal and nonliteral meanings of words and phrases. L.3.5a, 8.1.5.A.1

Computer Science and Design Thinking Standards:

- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Climate Change Standards:

<https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

ELA Companion Standards: See NJSL standards for all ELA standards addressed within unit

Lesson Plans

<i>Teaching Points & Learning Activities</i>	<i>Timeframe</i>
IRA 1 <ul style="list-style-type: none">● I can notice the structural elements of poetry to read the genre. IRA 2 <ul style="list-style-type: none">● I can understand the importance of sound in poems. IRA 3 <ul style="list-style-type: none">● I can understand the importance of sensory details in poems.● I will use my five senses to create mental images that help me understand the poem. IRA 4 <ul style="list-style-type: none">● I can better understand a poem if I know the author's inspiration.● I can figure out the poet's interests to help me understand the big idea of the poem. IRA 5 <ul style="list-style-type: none">● I can question how the words in a poem make me feel and understand how these feelings help me better understand the poems I read.	4-6 weeks

IRA 6

- I can use background knowledge to determine the meaning of unfamiliar words.

IRA 7

- I can recognize when meaning breaks down and use fix-up strategies.
- I can understand that fix-up strategies are important to my comprehension of the poem.

IRA 8

- I can compare and contrast two poems by the same author to identify how their observations affect the way they write.

ML 1

- I can build comprehension by reading through a poem in its entirety.

ML 2

- I can learn that line breaks and white spaces are like the punctuation of poetry.

ML 3

- I can use sensory details to help me determine the meaning of unfamiliar words/phrases.

ML 4

- I can use text clues within poems to help me uncover the big idea of the poem.

ML 5

- I can better understand poems by considering how they are constructed.
- I can explore how poets create meaning by building their poem line by line.

ML 6

- I can identify how poets enhance understanding and mood by carefully choosing their words.
- I can recognize how carefully selected words create a mood for the reader.

ML 7

- I can use textual evidence to determine how a poem makes me feel.
- I can sift through the words of a poem looking for evidence to support the feelings I infer from the words.

ML 8

- I can build meaning by identifying the author's

<p>purpose for writing a poem.</p> <p>ML 9</p> <ul style="list-style-type: none"> ● I can recognize that I must stop, review and rethink as I read because meaning is built line by line. <p>ML 10</p> <ul style="list-style-type: none"> ● I can recognize the features of the poem (images, rhythm) to build more understanding. ● I can build understanding/comprehension by identifying the author’s purpose and the message they want me to understand. 	
<p><i>Teacher Resources & Student Tools</i></p>	<p><i>Teacher Note</i></p>
<ul style="list-style-type: none"> ● Schoolwide Reading Fundamentals Poetry Unit ● Storyworks, Grade 3 ● Mentor Texts and Read Alouds: <ul style="list-style-type: none"> ○ Every Second Something Happens: Poems for the Mind & Senses ○ Falling Down the Page ○ Hound Dog’s Haiku and Other Poems for the Mind and Senses ○ Reading, Rhyming and Rithmetic ○ Underwear Salesman, The: And Other Jobs for Better or Verse ○ Whiff of Pine, Hint of Skunk: A Forest of Poems ● Shared Texts <ul style="list-style-type: none"> ● Birds By My Window ● Dance ● I’m So Hungry After School! ● Summer Senses ● A Winter Wish ● All Are Welcome ● One Candle ● The Family Book ● The Patchwork Path: A Quilt Map to Freedom ● We Are Water Protectors ● Cora Cooks Pancit <p>Student Forms</p> <ul style="list-style-type: none"> ● What Do You See? ● Poets 	<p>(Use Font: Times, Size:12, Centered, Not Bold)</p>

- Inspire Me!
- I Feel
- What Can I Do When Meaning Becomes Foggy
- From Start to Finish
- I Can Sense It
- Sifting Through My Poem
- Piece by Piece
- Fundamentals Poetry Unit
- Leveled libraries
- Reader's Notebooks
- Sticky Notes
- Book Baggies
- Graphic Organizers
- Highlighters
- Clipboards
- iPads/Chrome- books
- Chart Paper

Digital Tools:

- Google Classroom
- BrainPOP
- FlipGrid
- Kahoot
- Quizizz
- Freckle
- Raz Kids
- EPIC
- Scholastic Magazines
- Newsela
- Readworks

**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations

- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups