



BOE Approved 5/17

Cliffside Park Public Schools

Literacy: Grade 3

Unit Name: Non-Fiction Reader's Workshop

Resource: Reader's Workshop, Schoolwide

Duration: 4-6 weeks

Enduring Understanding

- Readers get to know that 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.

Essential Questions

- What do readers use in order to recognize different types and structures of nonfiction?
- How do readers use text features to enhance their comprehension?
- How do readers self-monitor to figure out unfamiliar vocabulary?
- How do readers use textual evidence to support their thinking about nonfiction reading in both conversation and writing?
- What do readers use in order to infer author's purpose or viewpoint?
- How do readers summarize and synthesize information to determine important ideas?
- How do readers analyze the impact of the author's language choices on the meaning and tone of the text?
- What do readers use to analyze and evaluate arguments presented in nonfiction texts?
- How do readers synthesize and compare information across texts and in various formats?

Focus of Standards

Student Outcomes	Skills	Assessments & Modifications	Resources
<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>IRA 4</p> <ul style="list-style-type: none"> • I can notice how writers organize texts to communicate ideas. • I can learn about how the text structure of a nonfiction can help me identify important information in the text and enhance my understanding. <p>IRA 5</p> <ul style="list-style-type: none"> • I can understand that text structure can help me focus on key ideas. <p>IRA 6</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Text and genre features/structures • Using schema • Print concepts • Speaking to communicate • Listening and responding • Engaging in discussion • Visualizing • Monitoring and repairing comprehension • Finding word meaning • Making inferences • Synthesizing • Questioning • Determining importance • Responding to text in oral and written form 	<p>Assessments</p> <ul style="list-style-type: none"> • DRA • Running Records/Miscue Analysis • RF Kid Watching Tool • RF Student Performance Checklist • Conference Questions • Turn and Talk • Observation • Concepts of Print Checklist • Retelling Checklist • Written Response • Conferring <p>Modifications</p> <ul style="list-style-type: none"> • Partnerships • Small Groups • Previewing Mentor Texts • Checklists • Organizers • Conference • Response to Progress Monitoring 	<p>Mentor Texts</p> <ul style="list-style-type: none"> • <i>Animal Tongues</i> • <i>A Butterfly Is Patient</i> • <i>Chimpanzees</i> • <i>Look to the North: A Wolf Pup Diary</i> • <i>Snowflake Bentley</i> • <i>Waiting for Ice</i> <p>Shared Texts</p> <ul style="list-style-type: none"> • <i>George Washington</i> • <i>Great White Sharks</i> • <i>John F. Kennedy</i> • <i>Maple Syrup</i> • <i>New Hope for Beauty</i> • <i>Why Leaves Change Colors</i> • <i>Excerpts from Zoobooks: Chimpanzees</i> <p>Digital Texts</p> <ul style="list-style-type: none"> • <i>RAZ Kids</i> • <i>Zing</i> <p>Classroom Library Materials</p> <ul style="list-style-type: none"> • Leveled libraries • Reader’s Notebooks • Post-Its

<p>phrases.</p> <p>IRA 7</p> <ul style="list-style-type: none"> • 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. <p>IRA 8</p> <ul style="list-style-type: none"> • 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. <p>ML 1</p> <ul style="list-style-type: none"> • I can discuss the elements of literary nonfiction and can deepen my appreciation for literary nonfiction. <p>ML 2</p> <ul style="list-style-type: none"> • I can discuss the elements of a biography and can deepen my appreciation for biographies. <p>ML 3</p> <ul style="list-style-type: none"> • I can discuss the elements of reference nonfiction and can deepen my appreciation for reference nonfiction. <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"> • Book Baggies • Graphic Organizers • Highlighters • Clipboards • Chromebooks • iPads <p>Word Study/Spelling/ Vocabulary</p> <ul style="list-style-type: none"> • Flocabulary.com
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<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. 			
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NJ Student Learning Standards (2016)

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.

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.

NJSLS Technology Standards

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and **sources**, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

Differentiation/Accommodations/Modifications <i>(Alternate Modes of Instruction and Support)</i>			
Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills.</p> <p>Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>
<p>Sources</p> <p>New Jersey Student Learning Standards (2016) http://www.state.nj.us/education/cccs/2016/ela/g03.pdf</p> <p>New Jersey Student Learning Standards: Technology (2014) http://www.state.nj.us/education/cccs/2014/tech/8.pdf</p> <p>Career Ready Practices (2014) http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p> <p>Schoolwide Inc. (2013) http://www.schoolwide.com/</p> <p>Wilson Foundations (2015) http://www.wilsonlanguage.com</p> <p>Flocabulary (2017) https://www.flocabulary.com/</p>			