



BOE Approved 8/18

Cliffside Park Public Schools

Literacy: Grade 3

<p>Unit Name: Launching Reader’s Workshop</p> <p>Resource: Reader’s Workshop, Schoolwide</p> <p>Duration: 4-6 weeks</p>			
<p>Enduring Understanding</p> <ul style="list-style-type: none"> Readers get to know their own identities, habits and routines as they develop skills and strategies across a variety of texts. 			
<p>Essential Question</p> <ul style="list-style-type: none"> How do students develop an understanding of themselves as readers? 			
<p>Focus of Standards</p>			
<p>Student Outcomes</p> <p>IRA 1</p> <ul style="list-style-type: none"> I can learn the routines and expectations for participating in reader’s workshop. <p>IRA 2</p> <ul style="list-style-type: none"> I can know and understand myself as a reader. 	<p>Skills</p> <ul style="list-style-type: none"> Making Connections/Schema Making Inferences Listening and Responding Text and Genre Features/Structure 	<p>Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> Assessment of Key Comprehension Strategies Running Record Where Are My Students in the Reading Process 	<p>Resources</p> <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>

<p>IRA 3</p> <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. <p>IRA 4</p> <ul style="list-style-type: none"> • 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. <p>IRA 5</p> <ul style="list-style-type: none"> • I can monitor for meaning and use fix-strategies when meaning breaks down. <p>IRA 6</p> <ul style="list-style-type: none"> • I can find the important details in a text and talk with others about their thinking. <p>IRA 7</p> <ul style="list-style-type: none"> • I can create a Reading Notebook to notate my thinking about the text. <p>IRA 8</p> <ul style="list-style-type: none"> • I can discuss the text by providing specific evidence from the story. • I can ask and answer clarifying questions and comments about the text. <p>ML 1</p> <ul style="list-style-type: none"> • I can keep track of my thinking in a Reading Notebook. <p>ML 2</p> <ul style="list-style-type: none"> • I can reflect on my reading habits and make goals. <p>ML 3</p> <ul style="list-style-type: none"> • I can share my ideas and connections with my reading partner to deepen my understanding of the text. <p>ML 4</p>	<ul style="list-style-type: none"> • Determining Importance • Questioning • Visualizing • Self-Monitoring/Self-Correcting • Synthesizing • Listening and Responding 	<ul style="list-style-type: none"> • Launching Grade 3 Student Performance Checklist • <i>Book Shopping</i> • <i>Conferring</i> • <i>Conference Questions</i> • DRA (Fall, Winter) • See Student Forms for additional assessment opportunities <p>Summative</p> <ul style="list-style-type: none"> • Collect Reading Notebooks • DRA (Spring) <p>Benchmarks</p> <ul style="list-style-type: none"> • DRA (Fall, Winter, Spring) <p>Alternative</p> <ul style="list-style-type: none"> • Reader (teacher/student) relays information to student. • Oral responses and/or illustrations in lieu of written answers on graphic organizers for the Third Grade Launching Unit of Study 	<ul style="list-style-type: none"> • <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> <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> • <i>My Reading Goals</i> • <i>Examining My Reading Habits: Setting Goals</i>
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<ul style="list-style-type: none"> • I can stop and jot to note my thinking in my Reading Notebook. <p>ML 5</p> <ul style="list-style-type: none"> • I can maintain my focus during independent reading time. <p>ML 6</p> <ul style="list-style-type: none"> • I can monitor my reading for understanding and reread to make sense of the text. <p>ML 7</p> <ul style="list-style-type: none"> • I can create mental images based on the descriptions of the text. <p>ML 8</p> <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. 		<ul style="list-style-type: none"> • Anecdotal notes used assessments 	<ul style="list-style-type: none"> • <i>Talking About Books</i> • <i>Discussion Starters</i> • <i>Reading Self-Assessment</i> • <i>Seeing the Movie in My Mind</i> • <i>Family Stories</i> • <i>Story Map</i> • <i>Bingo Board</i> <p>Digital Texts</p> <ul style="list-style-type: none"> • <i>RAZ Kids</i> • <i>Storyworks</i> • <i>Readworks</i> <p>Classroom Library Materials</p> <ul style="list-style-type: none"> • Leveled libraries • Reader's Notebooks • Sticky Notes • Book Baggies • Graphic Organizers • Highlighters • Clipboards • iPads/Chrome-books • Chart Paper <p>Additional Materials</p> <ul style="list-style-type: none"> • Four sentence strips with the words "setting," "plot," "character," and "writer's craft" for each student.
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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.

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.

NJSLS Technology Standards

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.

Interdisciplinary Connections and Activities

- 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
- 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

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies
(Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Higher level texts such as Level O and up that address the same enduring understanding of the Grade 3 Launching Unit of Study.</p> <p>Students can select a nonfiction book of interest from the class library and work to complete the Appendix "K-W-L Chart" independently.</p> <p>Have students read other poems or short texts from your class library and complete copies of the Appendix "Figuring It Out!"</p> <p>Students read poems or other texts from the classroom library and use sticky notes to keep track of self-to-text connections as they read.</p> <p>Students can select a nonfiction text at home, in the school library or using digital text (e.g., magazine or newspaper article, travel guide, etc.) and complete the Appendix "Finding Features Scavenger Hunt!"</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p> <p>Students use illustrations in lieu of written responses to share their ideas.</p> <p>Have leveled books in Spanish/English at levels of reading to accommodate students.</p> <p>Have the students keep, use, and refer to their bookmarks/anchor charts as they continue their reading journey.</p> <p>Point out vocabulary in illustrations.</p> <p>Access to word/picture banks to reference in tasks that require writing in the Launching unit of study.</p> <p>Anticipation guide before reading the fiction stories, determine what the student knows about the genres covered.</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 vocabulary.</p> <p>Supply Students with Graphic Organizers: Use Third Grade graphic organizers from Launching Reading Unit of Study with some of the information partially completed by the teacher, i.e. <i>KWL Chart (blank)</i>, <i>KWL Chart (Balloons Over Broadway)</i>, <i>Using Clues to Learn New Words</i>, <i>What's the Big Idea</i>, and <i>Finding Features Scavenger Hunt</i>.</p> <p>By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Grade 3 Launching Reading Unit of Study.</p> <p>Text to speech/Oral reading</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the Grade 3 Launching Reading assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.,</p> <p>Access to word/picture banks to reference in tasks that require reading in the Grade 3 Launching unit of study.</p>

	<p>Visuals and illustrations to be used for comprehension of Tier 1 and Tier 2 terms.</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Model Bookshopping with students.</p> <p>*Also See At Risk/504 Modifications</p>	<p>Provide wait time to allow students to process orally presented information and questions relating to the Grade 3 Launching Unit of Study.</p> <p>Allow extra time to complete independent practice tasks or accept work that has been completed at that time.</p> <p>Supply Students with Anchor Charts: <i>What Is Reading Workshop?</i>, <i>Matrix Chart-Reading Habits</i>, <i>What's the Purpose of Reading</i>, <i>Growing as Readers</i>, <i>Rules for Discussing Texts</i>, <i>My Thoughts</i>, <i>What Do I Include in my Reading Notebook</i>, <i>I Have to Share This</i>, <i>The Reader's Ear</i>, <i>How to Stay Focused</i>, <i>When Meaning Breaks Down</i>, The above can be taped or glued into student notebooks for easy reference.</p> <p>*Also See ELL Modifications</p>
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Sources:

New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/g01.pdf>
New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>
Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
Schoolwide Inc. (2013) <http://www.schoolwide.com/>
Wilson Foundations (2015) <http://www.wilsonlanguage.com>