



BOE Approved 8/18

# Cliffside Park Public Schools

## Literacy: Grade 3

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

<p><b>IRA 3</b></p> <ul style="list-style-type: none"> <li>• I can learn about selecting appropriate types of books for myself as a reader.</li> <li>• I can set goals for myself as a reader.</li> </ul> <p><b>IRA 4</b></p> <ul style="list-style-type: none"> <li>• I can participate in conversations about texts.</li> <li>• I can follow rules for participating in conversations about texts.</li> <li>• I can listen when other people are speaking and make comments about the text.</li> </ul> <p><b>IRA 5</b></p> <ul style="list-style-type: none"> <li>• I can monitor for meaning and use fix-strategies when meaning breaks down.</li> </ul> <p><b>IRA 6</b></p> <ul style="list-style-type: none"> <li>• I can find the important details in a text and talk with others about their thinking.</li> </ul> <p><b>IRA 7</b></p> <ul style="list-style-type: none"> <li>• I can create a Reading Notebook to notate my thinking about the text.</li> </ul> <p><b>IRA 8</b></p> <ul style="list-style-type: none"> <li>• I can discuss the text by providing specific evidence from the story.</li> <li>• I can ask and answer clarifying questions and comments about the text.</li> </ul> <p><b>ML 1</b></p> <ul style="list-style-type: none"> <li>• I can keep track of my thinking in a Reading Notebook.</li> </ul> <p><b>ML 2</b></p> <ul style="list-style-type: none"> <li>• I can reflect on my reading habits and make goals.</li> </ul> <p><b>ML 3</b></p> <ul style="list-style-type: none"> <li>• I can share my ideas and connections with my reading partner to deepen my understanding of the text.</li> </ul> <p><b>ML 4</b></p>	<ul style="list-style-type: none"> <li>• Determining Importance</li> <li>• Questioning</li> <li>• Visualizing</li> <li>• Self-Monitoring/Self-Correcting</li> <li>• Synthesizing</li> <li>• Listening and Responding</li> </ul>	<ul style="list-style-type: none"> <li>• Launching Grade 3 Student Performance Checklist</li> <li>• <i>Book Shopping</i></li> <li>• <i>Conferring</i></li> <li>• <i>Conference Questions</i></li> <li>• DRA (Fall, Winter)</li> <li>• See <b>Student Forms</b> for additional assessment opportunities</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Collect Reading Notebooks</li> <li>• DRA (Spring)</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• DRA (Fall, Winter, Spring)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Reader (teacher/student) relays information to student.</li> <li>• Oral responses and/or illustrations in lieu of written answers on graphic organizers for the Third Grade Launching Unit of Study</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Henry and the Bunny Buccaneers</i></li> <li>• <i>The Plot Chickens</i></li> <li>• <i>Swirl by Swirl: Spirals in Nature</i></li> </ul> <p><b>Shared Texts</b></p> <ul style="list-style-type: none"> <li>• <i>Ducks on a Winter Night</i></li> <li>• <i>Feeling the Rain</i></li> <li>• <i>Great Travels</i></li> <li>• <i>Insects: Using Color to Keep Alive</i></li> <li>• <i>Learning About Whales</i></li> <li>• <i>My Name is...</i></li> <li>• <i>The Twister</i></li> <li>• <i>Why Bears Sleep All Winter: A Tale From Lapland</i></li> <li>• <i>Excerpt from ZooBooks: Animal Champions</i></li> </ul> <p><b>Student Forms</b></p> <ul style="list-style-type: none"> <li>• <i>My Reading Life Story</i></li> <li>• <i>My Reading Log</i></li> <li>• <i>Figuring It Out</i></li> <li>• <i>Making Connections</i></li> <li>• <i>Blank Notebook Page</i></li> <li>• <i>How to Choose Just Right Books</i></li> <li>• <i>My Reading Goals</i></li> <li>• <i>Examining My Reading Habits: Setting Goals</i></li> </ul>
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<ul style="list-style-type: none"> <li>• I can stop and jot to note my thinking in my Reading Notebook.</li> </ul> <p><b>ML 5</b></p> <ul style="list-style-type: none"> <li>• I can maintain my focus during independent reading time.</li> </ul> <p><b>ML 6</b></p> <ul style="list-style-type: none"> <li>• I can monitor my reading for understanding and reread to make sense of the text.</li> </ul> <p><b>ML 7</b></p> <ul style="list-style-type: none"> <li>• I can create mental images based on the descriptions of the text.</li> </ul> <p><b>ML 8</b></p> <ul style="list-style-type: none"> <li>• I can use story elements to deepen my understanding of the text.</li> </ul> <p><b>ML 9</b></p> <ul style="list-style-type: none"> <li>• I can infer and make conclusions based on big ideas in poems.</li> </ul> <p><b>ML 10</b></p> <ul style="list-style-type: none"> <li>• I can use nonfiction text features to determine importance and identify key ideas in the text.</li> </ul>		<ul style="list-style-type: none"> <li>• Anecdotal notes used assessments</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Talking About Books</i></li> <li>• <i>Discussion Starters</i></li> <li>• <i>Reading Self-Assessment</i></li> <li>• <i>Seeing the Movie in My Mind</i></li> <li>• <i>Family Stories</i></li> <li>• <i>Story Map</i></li> <li>• <i>Bingo Board</i></li> </ul> <p><b>Digital Texts</b></p> <ul style="list-style-type: none"> <li>• <i>RAZ Kids</i></li> <li>• <i>Storyworks</i></li> <li>• <i>Readworks</i></li> </ul> <p><b>Classroom Library Materials</b></p> <ul style="list-style-type: none"> <li>• Leveled libraries</li> <li>• Reader's Notebooks</li> <li>• Sticky Notes</li> <li>• Book Baggies</li> <li>• Graphic Organizers</li> <li>• Highlighters</li> <li>• Clipboards</li> <li>• iPads/Chrome-books</li> <li>• Chart Paper</li> </ul> <p><b>Additional Materials</b></p> <ul style="list-style-type: none"> <li>• Four sentence strips with the words "setting," "plot," "character," and "writer's craft" for each student.</li> </ul>
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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)*

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<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 &amp; 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><b>Supply Students with Graphic Organizers:</b>            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><b>Native Language Supports</b> (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><b>Supply Students with Anchor Charts:</b> <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>