

Introduction of Course

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **Academic Year**
Length: **1 Year**
Status: **Published**

Introduction of Course

Third Grade Reading: Pull-Out Resource

Full Year

Using a balanced literacy approach will ensure students have the opportunity as both a reader and writer. Through the Daily 5 Workshop model and Fountas and Pinnell (FPC) materials, students will have exposure through different reading genres, strategies and activities that will continue to build on their abilities as a reader but at their own pace. The Fountas & Pinnell Benchmark Assessment Systems (referred to as the BAS) will serve as an identification of the students' reading levels. Students will spend a short amount of time in a whole group setting. Students will have daily, sustained time to read and write independently (on their own pace). When needed, they will receive necessary support from both their teachers and their peers.

The Daily 5 Model contains the following:

Mini-Lesson (10-15 minutes)

Choose 3 mini-lessons per day

- FPC Interactive Read Aloud (IRA)
- Sonday Phonics Curriculum
- Skill or Strategy lesson from the Mini-Lesson Curriculum Book. This skill/strategy can be applied in students' reading. To help model the skills, Mini-Lessons can be included in Shared Reading or read aloud.
- Teachers may choose the ordering of the Interactive Read Aloud and Mini-Lessons within the unit.

Independent or Collaborative work (20-minute intervals)

While the teacher is working with a guided reading group, remaining students are working independently or collaboratively at one of five suggested stations.

- Read to Self- Students are reading independently and practicing the skill/strategy that was presented during the mini lesson. All students should have book bags with at least 5 books: 3 books at their independent level and 2 choice books.
- Word Work- Students are independently working on their unit words from FPC phonics and using them in meaningful contexts.
- Work on Writing- Students are developing writing conventions and skills presented in Writer's Workshop lessons.
- Respond to Literature – Writing activities are given that allow students to respond to a previously read text from Guided Reading or the Interactive Read Aloud.
- Listen to Reading- Students are given opportunity to listen to texts specific to their reading level to build fluency and vocabulary as well as demonstrate comprehension.
- Read to Someone- Students are working with partners on their reading fluency and comprehension. Students are practicing the skill/strategy presented during mini lesson. This should be used sparingly as part of Listen to Reading.

Guided Reading Lessons:

Teacher led, targeted instruction in a small group setting.

- FPC Guided Reading Materials and Lessons. Scholastic bookroom titles may also be used.
- Meet with groups based on students' instructional BAS/FPC Guided Reading level, no more than 5 students in a group, for 15 to 20 minutes.

Assessment:

The use of various formative assessments is encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.

- FPC BAS assessments are given in September (beginning of the year) and June (end of the year)
- FPC Running Record assessments are given monthly at the end of the month
- Link It! Form A-C Cold Read Assessments
- BAS on Grade Level Projections (Independent Level)
 - September - Level N
 - March - Level O
 - June - Level P

General Suggestion to demonstrate a cohesive implementation plan are as followed:

- Follow Writer's Workshop Curriculum in the order of the scope and sequence
- When assigning homework, ensure it is relevant and reflective of the teaching in the classroom. Students should have 20 minutes of reading every night with the use of reading logs and/or reading responses.
- Instruction should be differentiated based on each students' IEP needs and goals to foster the best opportunity to learn
- Refer to the modifications and accommodation on the students' Individualized Educational Plans (IEP)

Unit 1: Sharing Our World with Others

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period: **September**
Length: **4 weeks**
Status:

Summary of the Unit

Students will read different types of texts to improve their reading fluency and comprehension. They will notice that both the authors and illustrators make many types of decisions when creating their story/pictures. Students will also use their inference skills of a character's emotions and feelings based on the dialogue and behavior in the text. When looking at the vibrant illustrations, they will notice that it adds details about who the character is. For this trimester, the following text sets are included: The Importance of Kindness, Connecting Across Generations Family, and Sharing Our World: Animals. The students will work on their foundational skills of reading behaviors and the appropriate procedures for the classroom literacy block during this unit as well. Teachers can utilize the classroom management lessons in The Reading Minilessons book for reference in adding launching lessons if necessary.

Enduring Understandings

- Every member of the classroom community feels included, safe, and respected.
- Every member of the school community has something to contribute.
- People in a family take care of each other.
- There are different kinds of families, and people in families are different from each other.
- Friend's support and care about each other.
- Your friends have qualities that you appreciate.

Essential Questions

- What are some ways that you contribute to your school community?
- What does it mean to be a good friend?
- What is important about being a family?

Summative Assessment and/or Summative Criteria

Respond to Reading (writing/illustrations); Link It Form A; Running Record; Cold Read Assessment; IRA Quizzes

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Making Connections
- Making Predictions
- Identify and Describe Story Elements (characters/setting)
- Retell a story (beginning, middle, end)

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

- *The Importance of Kindness*
- *Connecting Across Generations: Family*
- *Sharing Our World: Animals*

Shared Reading including (one per week):

- *Cat Belly*
- *Marissa Margolis, Pet Sitter*
- *The Rain Forest Rainbow*

Optional Related Read Alouds (can be used in between FPC texts):

- Action Jackson - by Jan Greenberg, Sandra Johnson
- Babe the Gallant Pig - by Dick King-Smith
- Because of Winn-Dixie - by Kate DiCamillo
- Charlotte's Web - by E.B. White
- Flora and Ulysses; The Illuminated Adventures - by Kate DiCamillo

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Identify students' reading levels (2 weeks)	SWBAT ask and answer questions. SWBAT make connections to demonstrate level of understand of a text. SWBAT use evidence from the text as the basis for their answer.	Administer Benchmark Assessment System (BAS)	BAS Assessment	ELA.L.RF ELA.L.RF.3.4 ERA.RI.CR.3.1 ELA.SL.AS.3.6 ELA.SL.II.3.2 ELA.SL.PE.3.1.
Daily 5 Launch	Model classroom procedures Model how to be independent during reading, how to pick books Model how to pick a "just right" book to read. Show and explain the importance of picking a "just right" book. Model procedure and expectation of independent reading time. Model when is the right time to interrupt small group instruction. Students will learn the different aspects of the Daily 5 Rotation	Create classroom rules and expectations <u>Mini Lesson:</u> "I Chart" Read to Self <u>Mini Lesson:</u> Discuss the first two ways to read a book. Create an anchor chart and model ways to read a book. "3 ways to read a book" 1. Reading Words 2. Reading Pictures <u>Mini Lesson:</u> Discuss the last way to read a book. Create an anchor chart and model ways to read a book. "3 ways to read a book" 1. Reading Words 2. Reading Pictures 3. Introduce and model the third: Retell Familiar Text <u>Mini Lesson:</u> Teacher will model the "Good Fit Shoes Lesson" to show how to pick a "just right" book.		ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.D ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.W.AW.3.1 ELA.W.WP.3.4.A ELA.W.WP.3.4.B ELA.W.WP.3.4.C Social Studies: 6.1.5.CivicsPD.3 6.1.5.CivicsPR.1

		Teacher will explain how everyone's "just right" looks different between each person. <u>Mini Lesson:</u> Teacher will model the right way to read to self. Teacher will model the wrong way to read to self. <u>Mini Lesson:</u> Students will help the teacher create an anchor chart when it is the appropriate time to interrupt the teacher during a small group. Teacher will introduce the small group reminder. <u>Mini Lesson:</u> I-Chart Listen to Reading Teacher and Students will list the expectations for listening to reading. <u>Mini Lesson:</u> I-Chart Word Work Teacher and Students will list the expectations for word work. <u>Mini Lesson:</u> I-Chart Respond to Reading Teacher and Students will list the expectations for respond to reading. <u>Mini Lesson:</u> I-Chart Work on Writing Teacher and Students will list the expectations for work on writing.		6.1.5CivicsPR.3 6.1.5.GeoPP.4 6.1.5HistoryUP.1
Interactive Read Alouds (IRA)				

IRA: - pair with one RML - pair with Shared Reading The Importance of Kindness	SWBAT notice and understand when a problem is solved SWBAT notice character change and infer reasons from the events in the story SWBAT notice and remember important events of the text in sequence SWBAT describe how words and illustration affect mood in Sophie's Masterpiece SWBAT make an inference of how the school setting is to the plot of the story SWBAT make an inference of how a character feels based on their facial expressions and gestures SWBAT make an inference a character's feelings based on the dialogue and behavior of the character SWBAT recognize how the author uses	<u>Enemy Pie</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Sophie's Masterpiece: A Spider's Tale</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Last Day Blues</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Under the Lemon Moon</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	ELA.L.RF ELA.L.RF.3.4 ERA.RI.CR.3.1 ELA.SL.AS.3.6 ELA.SL.II.3.2 ELA.SL.PE.3.1. ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.D ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.W.AW.3.1 ELA.W.WP.3.4.A ELA.W.WP.3.4.B ELA.W.WP.3.4.C Social Studies: 6.1.5.CivicsPD.3 6.1.5.CivicsPR.1
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	sound device and poetic language SWBAT recognize the growth of the main character and how they change in the story SWBAT recognize there can be more than one problem in the story	<u>The Can Man</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz		6.1.5CivicsPR.3 6.1.5.GeoPP.4 6.1.5HistoryUP.1
IRA: - pair with one RML - pair with Shared Reading Connecting Across Generations: Family	SWBAT notice the change in the character's feelings based on the expression and illustration in the text SWBAT predict what the characters might do next SWBAT there is more than one problem in Sitti's Secret SWBAT identify a solution to the problem in the story SWBAT make an inference of the relationship between the characters based on the illustrations SWBAT understand the author's message about	<u>In My Momma's Kitchen</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz <u>Sitti's Secrets</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz <u>Mooncakes</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz	Observation/ Anecdotal notes Modified/ Differentiated Read to Response Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	ELA.L.RF ELA.L.RF.3.4 ERA.RI.CR.3.1 ELA.SL.AS.3.6 ELA.SL.II.3.2 ELA.SL.PE.3.1. ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.D ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.W.AW.3.1 ELA.W.WP.3.4.A

	different cultural traditions SWBAT understand new facts about the Navajo SWBAT predict about the characters in the Knots on a Counting Rope SWBAT recognize and describe how the author creates humor in the text SWBAT understand the author's message about overcoming fears	<u>Knots on a Counting Rope</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Storm in the Night</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>		ELA.W.WP.3.4.B ELA.W.WP.3.4.C Social Studies: 6.1.5.CivicsPD.3 6.1.5.CivicsPR.1 6.1.5CivicsPR.3 6.1.5.GeoPP.4 6.1.5HistoryUP.1
IRA: - pair with one RML - pair with Shared Reading Sharing Our World: Animals	SWBAT understand the author's love of guinea pigs SWBAT understand the author's purpose and message in writing the book SWBAT infer about friendship by connecting to their own experiences SWBAT recognize how the author uses descriptive language to describe human qualities to wolves	<u>I love Guinea Pigs</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>A Friend for Lakota</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Moon Bear</u>	Observation/ Anecdotal notes Modified/ Differentiated Read to Response Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	ELA.L.RF ELA.L.RF.3.4 ERA.RI.CR.3.1 ELA.SL.AS.3.6 ELA.SL.II.3.2 ELA.SL.PE.3.1. ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.D ELA.SL.PI.3.4

	SWBAT recognize the informational text characteristics SWBAT recognize and critique the author's use of repetition in the text SWBAT recognize the importance of nonfiction in their own lives SWBAT recognize and use organizational tools in a text SWBAT compare and contrast ideas within the book and across the text SWBAT describe the main idea of a text	Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>Ape</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>And So They Build</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i>		ELA.SL.UM.3.5 ELA.W.AW.3.1 ELA.W.WP.3.4.A ELA.W.WP.3.4.B ELA.W.WP.3.4.C Social Studies: 6.1.5.CivicsPD.3 6.1.5.CivicsPR.1 6.1.5CivicsPR.3 6.1.5.GeoPP.4 6.1.5HistoryUP.1
Shared Reading Lessons (SR)				
Shared Reading (one text per week)	SWBAT read with appropriate phrasing, pausing, intonation, word stress, and rate SWBAT adjust their voice to reflect the mood of the text	<u>Cat Belly</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: <i>-Partners read the text together, alternating pages or journal entries in the text</i>	Observation/ Anecdotal notes Modified/ Differentiated Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	ELA.L.RF ELA.L.RF.3.4 ERA.RI.CR.3.1 ELA.SL.AS.3.6 ELA.SL.II.3.2 ELA.SL.PE.3.1.

		-Students read the small book version of the text, taking turns reading or reading the book as a whole <u>Marissa Margolis, Pet Sitter</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole <u>The Rain Forest Rainbow</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole	Exit Tickets	ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.D ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.W.AW.3.1 ELA.W.WP.3.4.A ELA.W.WP.3.4.B ELA.W.WP.3.4.C Social Studies: 6.1.5.CivicsPD.3 6.1.5.CivicsPR.1 6.1.5CivicsPR.3 6.1.5.GeoPP.4 6.1.5HistoryUP.1
Reading Mini Lessons (one a day)				

<u>Introducing a Reader's Notebook</u> 6 minilessons	SWBAT understand that the reader's notebook is a special solace for them to collect their thinking about the books they read SWBAT record the book title, author, and date the book is completed in the reader's notebook SWBAT identify and record the genre of the book that they read SWBAT keep track of how many books of the same genre they read in their reader's notebook SWBAT write E, JR, or D for each book in their reading list SWBAT learn and/or develop the guidelines for working together in the classroom	<u>Mini Lesson: WAR.U1.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: WAR.U1.RML2</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: WAR.U1.RML3</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: WAR.U1.RML4</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: WAR.U1.RML5</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: WAR.U1.RML6</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	ELA.L.RF ELA.L.RF.3.4 ERA.RI.CR.3.1 ELA.SL.AS.3.6 ELA.SL.II.3.2 ELA.SL.PE.3.1. ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.D ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.W.AW.3.1 ELA.W.WP.3.4.A ELA.W.WP.3.4.B ELA.W.WP.3.4.C Social Studies: 6.1.5.CivicsPD.3 6.1.5.CivicsPR.1 6.1.5CivicsPR.3 6.1.5.GeoPP.4
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Standards

ELA.L.RF Foundational Skills: Reading Language

ELA.L.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

SOC.6.1.5.CivicsPD.3 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

SOC.6.1.5.CivicsPR.1 Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

SOC.6.1.5.CivicsPR.3 Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

ELA.RI.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

SOC.6.1.5.GeoPP.4 Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

ELA.W.AW.3.1 Write opinion texts to present an idea with reasons and information.

ELA.W.WP.3.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELA.W.WP.3.4.A Identify audience, purpose, and intended length of composition before writing.

ELA.W.WP.3.4.B Consider writing as a process, including self-evaluation, revision and editing.

ELA.W.WP.3.4.C With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

ELA.SL.PE.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

ELA.SL.PE.3.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

ELA.SL.PE.3.1.B Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

ELA.SL.PE.3.1.D Explain their own ideas and understanding in light of the discussion.

ELA.SL.II.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

ELA.SL.PI.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.

ELA.SL.UM.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.

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

SOC.6.1.5.HistoryUP.1 Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

3-ESS2-2.8.1 Obtain and combine information from books and other reliable media to explain phenomena.

3-ESS3-1.ESS3.B.1 A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

storiesgrowby.org/readers-theater-play-scripts.

Unit 2: Exploring Memory Stories

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **4 weeks**
Status:

Summary of the Unit

Students will read different types of texts to improve their reading fluency and comprehension. They will notice that both the authors and illustrators make many types of decisions when creating their story/pictures. Students will also use their inference skills of a character's emotions and feelings based on the dialogue and behavior in the text. When looking at the vibrant illustrations, they will notice that it adds details about who the character is. Students will also learn how characters will change because of hardships they encounter. For this unit, the following text sets are Exploring Memory Stories and Author Study of Patricia Polacco. The students will work on their foundational skills of reading behaviors and the appropriate procedures for the classroom literacy block during this unit as well. Teachers can utilize the classroom management lessons in The Reading Minilessons book for reference in adding launching lessons if necessary.

Enduring Understandings

- Authors/Illustrators make decisions to interest readers.
- Memories are a source for writing great books
- People in a family take care of each other
- Friend's support and care about each other
- There is more than nonfiction and fiction. Each can be subdivided into many sections including Realistic Fiction

Essential Questions

- Why is it important to be kind to others?
- What is special about being a family?
- Why is it important to learn about the animals that share our world?
- What is the writer's reason for writing?
- How does an author or illustrator make decisions to interest readers?
- What makes these books funny?

Summative Assessment and/or Summative Criteria

Respond to Reading (writing/illustrations); Link It Form A; Running Record; Cold Read Assessment; IRA Quizzes

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 5
- Reader's Notebook
- Book Talk
- Fluency
- Nonfiction Books

- Summarize
- Main Idea and Details
- Character Change
- Text Features

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

- *Exploring Memory Stories*
- *Patricia Polacco*

Shared Reading including (one per week):

- *Trapped in Tar*
- *Bats Aren't Bad*
- *Snakes Aren't Slimy*

Optional Related Read Alouds (can be used in between FPC texts):

- Action Jackson - by Jan Greenberg, Sandra Johnson
- Babe the Gallant Pig - by Dick King-Smith
- Because of Winn-Dixie - by Kate DiCamillo
- Charlotte's Web - by E.B. White
- Flora and Ulysses; The Illuminated Adventures - by Kate DiCamillo

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Respond to Reading (writing/illustrations); Link It Form A; Running Record; Cold Read Assessment; IRA Quizzes

My Rotten Redheaded Older Brother is meant to be read in the beginning of Exploring Memory Stories text set. Will move to be the last text to help transition to the Patricia Polacco unit

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Interactive Read Alouds (IRA)				

IRA: - pair with one RML - pair with Shared Reading Exploring Memory Stories	SWBAT notice and understand when a problem is solved	<u>The Printer</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz	Observation/ Anecdotal notes	ELA.L.RF.3.3 ELA.L.RF.3.4
	SWBAT notice character change and infer reasons from the events in the story	<u>Grandma's Records</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz	Modified/ Differentiated Read to Response and Shared Reading	ELA.RL.CR.3.1 ELA.RI.CR.3.1
	SWBAT make an inference of the importance of a historical setting to the plot and message of the story		Guided Reading Conference + Focus Skills based on their IEP needs	ELA.RI.TS.3.4 ELA.RI.CT.3.8 ELA.W.AW.3.1 ELA.W.WP.3.4
	SWBAT understand the concepts of American Sign Language	<u>Saturdays and Teacakes</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz	Differentiated Graphic Organizers	ELA.SL ELA.SL.PE.3.1
	SWBAT make an inference of what the theme of music and memory		Exit Tickets	ELA.SL.PE.3.1.A
	SWBAT understand how the author reveals the characteristics of Grandma		Optional: IRA Comprehension Quiz	ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D
	SWBAT recognize how the illustrations support the mood of the story			ELA.SL.II.3.2
	SWBAT make an inference on why the authors treasure their memories	<u>Family Pictures</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz		ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies: SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.1

	SWBAT recognize the importance of the setting in a memory story SWBAT make an inference on the theme of the story	<u>My Rotten Redheaded Older Brother</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>		
IRA: - pair with one RML - pair with Shared Reading Author Study: Patricia Polacco	SWBAT describe the characteristics found in Patricia Polacco texts SWBAT explain how the books are considered memory stories SWBAT visual key events by the illustrations and the use of descriptive words and phrases SWBAT sequence the events of the story from beginning, middle and end SWBAT describe the theme of using the events of the story SWBAT describe the characters based on their dialogue and actions in the text	<u>Meteor</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>The Keeping Quilt</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Thundercake</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>	Observation/ Anecdotal notes Modified/ Differentiated Read to Response Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	ELA.L.RF.3.3 ELA.L.RF.3.4 ELA.RL.CR.3.1 ELA.RI.CR.3.1 ELA.RI.TS.3.4 ELA.RI.CT.3.8 ELA.W.AW.3.1 ELA.W.WP.3.4 ELA.SL ELA.SL.PE.3.1 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6

		<u>Some Birthday</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>The Bee Tree</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>		Social Studies: SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.1
Shared Reading Lessons (SR)				
Shared Reading (one text per week)	SWBAT read with appropriate phrasing, pausing, intonation, word stress, and rate SWBAT adjust their voice to reflect the mood of the text	<u>Trapped in a Tar</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole <u>Bats Aren't Bad</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first	Observation/ Anecdotal notes Modified/ Differentiated Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets	ELA.L.RF.3.3 ELA.L.RF.3.4 ELA.RL.CR.3.1 ELA.RI.CR.3.1 ELA.RI.TS.3.4 ELA.RI.CT.3.8 ELA.W.AW.3.1 ELA.W.WP.3.4 ELA.SL ELA.SL.PE.3.1 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D

		time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole <u>Snakes Aren't Slimy</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole		ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies: SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B. 1
Reading Mini Lessons (one a day)				

<u>Understanding Fiction and Nonfiction Genres</u> 2 minilessons	SWBAT understand that there are different styles of fiction texts and the different characteristics they have	<u>Mini Lesson: LA.U5.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U5.RML2</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	ELA.L.RF.3.3 ELA.L.RF.3.4 ELA.RL.CR.3.1 ELA.RI.CR.3.1 ELA.RI.TS.3.4 ELA.RI.CT.3.8 ELA.W.AW.3.1 ELA.W.WP.3.4 ELA.SL ELA.SL.PE.3.1 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies: SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.1
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<u>Giving a Book Talk</u> 4 minilessons	SWBAT understand that a book talk is a short talk about a book and it's to help others be interested in the book	<u>Mini Lesson: LA.U3.RML1</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Observation/ Anecdotal notes	ELA.L.RF.3.3
	SWBAT describe a book with an interesting beginning and ending in their book talk to help others become interested	<u>Mini Lesson: LA.U3.RML2</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Modified/ Differentiated Read to Response and Shared Reading	ELA.L.RF.3.4
	SWBAT write notes to help them remember the important information about a book	<u>Mini Lesson: LA.U3.RML3</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Guided Reading Conference + Focus Skills based on their IEP needs	ELA.RL.CR.3.1
	SWBAT write and present the book with confidence, clarity and with enthusiasm	<u>Mini Lesson: LA.U3.RML4</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Differentiated Graphic Organizers	ELA.RI.CR.3.1
				ELA.RI.TS.3.4
				ELA.RI.CT.3.8
				ELA.W.AW.3.1
				ELA.W.WP.3.4
				ELA.SL
				ELA.SL.PE.3.1
				ELA.SL.PE.3.1.A
				ELA.SL.PE.3.1.B
				ELA.SL.PE.3.1.C
				ELA.SL.PE.3.1.D
				ELA.SL.II.3.2
				ELA.SL.ES.3.3
				ELA.SL.PI.3.4
				ELA.SL.UM.3.5
				ELA.SL.AS.3.6
				Social Studies: SOC.6.1.4.A.CS10
				SOC.6.1.4.B.CS7
				SOC.6.1.4.D.2
				SOC.6.1.4.D.CS3
				3-ESS2-2.8.1
				3-ESS3-1.ESS3.B.

<u>Problem and Solution</u> 1 minilesson	SWBAT identify the problem of the story	<u>Mini Lesson:</u> Teacher will reread the IRA that has been previously read.	Observation/ Anecdotal notes	ELA.L.RF.3.3
	SWBAT identify the solution of the story	Students will work in a pair or a group to identify the problem and solution of the IRA. Teacher will provide them with post-it. Students will stick their post-it on the anchor chart. Teacher will have students lead the discussion about problem and solution. Optional Activities During Daily 5 Centers: - Students will complete a Problem/Solution Mini-chart based on their Read to Self book or Listening to Reading Book - Teacher will use Problem/Solution as the focal skill during Guided Reading	Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	ELA.L.RF.3.4 ELA.RL.CR.3.1 ELA.RI.CR.3.1 ELA.RI.TS.3.4 ELA.RI.CT.3.8 ELA.W.AW.3.1 ELA.W.WP.3.4 ELA.SL ELA.SL.PE.3.1 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies: SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.1

<u>Summarizing</u> 2 minilessons	SWBAT summarize a story	<u>Mini Lesson:</u> Teacher will reread the IRA that has been previously read.	Observation/ Anecdotal notes	ELA.L.RF.3.3
	SWBAT utilize a SWBTS organizer	Students will work in a pair or a group to fill out the "Somebody Wanted But Then So" graphic organizer Students will share their organizer through discussion Optional Activities During Daily 5 Centers: - Students will complete a "SWBTS" chart based on their Read to Self book or Listening to Reading Book - Teacher will use summarizing as the focal skill during Guided Reading	Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	ELA.L.RF.3.4 ELA.RL.CR.3.1 ELA.RI.CR.3.1 ELA.RI.TS.3.4 ELA.RI.CT.3.8 ELA.W.AW.3.1 ELA.W.WP.3.4 ELA.SL ELA.SL.PE.3.1 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies: SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.1

Standards

ELA.L.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

ELA.L.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

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

ELA.RI.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

ELA.RI.TS.3.4 Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

ELA.RI.CT.3.8 Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

ELA.W.AW.3.1 Write opinion texts to present an idea with reasons and information.

ELA.W.WP.3.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELA.SL Speaking and Listening

ELA.SL.PE.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

ELA.SL.PE.3.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

ELA.SL.PE.3.1.B Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

ELA.SL.PE.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

ELA.SL.PE.3.1.D Explain their own ideas and understanding in light of the discussion.

ELA.SL.II.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

ELA.SL.PI.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.

ELA.SL.UM.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.

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

SOC.6.1.4.A.CS10 In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.

SOC.6.1.4.B.CS7 Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

SOC.6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

SOC.6.1.4.D.CS3 Personal, family, and community history is a source of information for individuals about the people and places around them.

3-ESS2-2.8.1 Obtain and combine information from books and other reliable media to explain phenomena.

3-ESS3-1.ESS3.B.1 A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

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- Modifications for any individual student's IEP plan must be met.
 - Alter assignment lengths if necessary.
 - Provide additional examples of annotation and the signposts.
 - Allow additional time when in full class discussing for processing and discussion.
 - Students should be provided with graphic organizers during annotations and discussions.
 - Check for understanding by conferencing with the teacher.
 - Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
 - Repeat and clarify any directions given.
 - Allow for preferential seating within groups and the whole class.
 - Modify amount of vocabulary words used
 - Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

storiesgrowby.org/readers-theater-play-scripts.

Cross Curricular/ 21st Century Connections

Social Studies: use nonfiction books in guided reading; research different cultures around the world based off the IRAs

Science - Research animals and plants from IRA

Math - create graphs and charts based on popularity of IRA (take a poll after each unit)

21st Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 3: Exploring the World

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **3 weeks**
Status:

Summary of the Unit

Students notice that both the authors and illustrators make many types of decisions when writing their story or taking a photograph. Fiction texts will take you to an imaginative world while non-fiction texts will open the reality where the characters are real people and the story is not a plot but their lives. In addition to stating facts, non-fiction texts gives knowledge in a specific subject that helps reader learn new things. They will recognize lively illustrations that will provide details. The text sets included in this unit are: The importance of Expository Nonfiction, Author Study of Janell Cannon, and Humorous Texts. The students will work on their foundational skills of reading behaviors and the appropriate procedures for the classroom literacy block during this unit as well. Teachers can utilize the classroom management lessons in [The Reading Minilessons](#) book for reference in adding launching lessons if necessary.

Enduring Understandings

- Authors/Illustrators make decisions to interest readers.
- Expository non-fiction gives facts to interest a reader
- Notice the difference between expository nonfiction and nonfiction with illustrations
- Books can be funny.
- There is more than nonfiction and fiction. Each can be subdivided into many sections.

Essential Questions

- Why is it important to learn about the animals that share our world?
- What is the writer's reason for writing?
- How does an author or illustrator make decisions to interest readers?
- What makes these books funny?

Summative Assessment and/or Summative Criteria

Respond to Reading (writing/illustrations); Link It Form A; Running Record; Cold Read Assessment; IRA Quizzes

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 5
- Reader's Notebook
- Book Talk
- Fluency
- Nonfiction Books
- Summarize
- Main Idea and Details
- Character Change

- Text Features

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

- *Expository Nonfiction*
- *Janell Cannon*
- *Humorous Texts*

Shared Reading including (one per week):

- *Crows Aren't Creepy*
- *Three Days to Summer*
- *Harriet and Violetta*

Optional Related Read Alouds (can be used in between FPC texts):

- Action Jackson - by Jan Greenberg, Sandra Johnson
- Babe the Gallant Pig - by Dick King-Smith
- Because of Winn-Dixie - by Kate DiCamillo
- Charlotte's Web - by E.B. White
- Flora and Ulysses; The Illuminated Adventures - by Kate DiCamillo

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Respond to Reading (writing/illustrations); Link It Form A; Running Record; Cold Read Assessment; IRA Quizzes

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Interactive Read Alouds (IRA)				
IRA: - pair with one RML	SWBAT connect information from	<u>Hottest, Coldest, Highest, Deepest</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i>	Observation/ Anecdotal notes	ELA.L.RF.3.4

- pair with Shared Reading Expository Nonfiction	the sidebars and graphics to the text SWBAT recognize the organization of a nonfiction text SWBAT describe what they learned about in the nonfiction text SWBAT explain how illustrations explain the author's message SWBAT make a text-to-self connection to the topic of the book SWBAT describe how labels help the text and support the author's purpose SWBAT find and explain the importance of the glossary SWBAT describe the use of photograph in the book	<i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>Tornadoes!</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>Knights in Shining Armor</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>A Day and Night in the Desert</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>Bats! Strange and Wonderful</u>	Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	ELA.L.RF.3.4.B ELA.L.VL.3.2 ELA.RL.CR.3.1 ELA.RI.CR.3.1 ELA.RI.CI.3.2 ELA.RL.IT.3.3 ELA.RI.AA.3.7 ELA.W.AW.3.1.A ELA.W.AW.3.1.B ELA.W.AW.3.1.C ELA.W.AW.3.1.D ELA.W.IW.3.2.D ELA.W.IW.3.2.E ELA.W.NW.3.3.E ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 LA.U14.RML6 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B. 1
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		Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Shell, Beak, Tusk</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>		
IRA: - pair with one RML - pair with Shared Reading Author Study: Janell Cannon	SWBAT describe the characteristics found in Janell Cannon texts SWBAT describe how the illustrations provide information about characters and settings SWBAT infer deeper messages of the stories SWBAT make text-to-text, text-to-speech, or text-to-world connections to the book SWBAT use details from the text and illustrations to draw conclusions about the characters	<u>Stellaluna</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Verdi</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Crickwing</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i>	Observation/ Anecdotal notes Modified/ Differentiated Read to Response Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	ELA.L.RF.3.4 ELA.L.RF.3.4.B ELA.L.VL.3.2 ELA.RL.CR.3.1 ELA.RI.CR.3.1 ELA.RI.CI.3.2 ELA.RL.IT.3.3 ELA.RI.AA.3.7 ELA.W.AW.3.1.A ELA.W.AW.3.1.B ELA.W.AW.3.1.C ELA.W.AW.3.1.D ELA.W.IW.3.2.D ELA.W.IW.3.2.E ELA.W.NW.3.3.E ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D

		-Read the Text -Discuss the Text - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz <u>Pinduli</u> Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz		ELA.SL.II.3.2 LA.U14.RML6 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B. 1
IRA: - pair with one RML - pair with Shared Reading Author Study: Humorous Texts	SWBAT predict what will happen in the story SWBAT recognize and describe how the illustrations help add humor to the story SWBAT describe how the author creates humor SWBAT describe the characteristics of humorous texts SWBAT explain the character change from beginning of the story to the ending SWBAT explain the author's purpose of writing the text	<u>Bedhead</u> Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz <u>The Perfect Pet</u> Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz <u>The Great Fuzz Frenzy</u> Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text	Observation/ Anecdotal notes Modified/ Differentiated Read to Response Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	ELA.L.RF.3.4 ELA.L.RF.3.4.B ELA.L.VL.3.2 ELA.RL.CR.3.1 ELA.RI.CR.3.1 ELA.RI.CI.3.2 ELA.RL.IT.3.3 ELA.RI.AA.3.7 ELA.W.AW.3.1.A ELA.W.AW.3.1.B ELA.W.AW.3.1.C ELA.W.AW.3.1.D ELA.W.IW.3.2.D ELA.W.IW.3.2.E ELA.W.NW.3.3.E ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 LA.U14.RML6

		- <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Those Darn Squirrels!</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Big Bad Bubble</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>		ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B. 1
Shared Reading Lessons (SR)				
Shared Reading (one text per week)	SWBAT read with appropriate phrasing, pausing, intonation, word stress, and rate SWBAT adjust their voice to reflect the mood of the text	<u>Crows Aren't Creepy</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole	Observation/ Anecdotal notes Modified/ Differentiated Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets	ELA.L.RF.3.4 ELA.L.RF.3.4.B ELA.L.VL.3.2 ELA.RL.CR.3.1 ELA.RI.CR.3.1 ELA.RI.CI.3.2 ELA.RL.IT.3.3 ELA.RI.AA.3.7 ELA.W.AW.3.1.A ELA.W.AW.3.1.B ELA.W.AW.3.1.C ELA.W.AW.3.1.D ELA.W.IW.3.2.D

		<u>Three Days of Summer</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole <u>Harriet and Violetta</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole		ELA.W.IW.3.2.E ELA.W.NW.3.3.E ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 LA.U14.RML6 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B. 1
Reading Mini Lessons (one a day)				

<u>Using a Reader's Notebook</u> 6 minilessons	SWBAT write the list of books they want to read SWBAT write a list of recommend books SWBAT write an opinion of a book recommendation SWBAT make writing text connections SWBAT create a chart of the different forms of writing about reading SWBAT refer to the reader's notebook when needed	<u>Mini Lesson: LAR.U2.RML1</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk <u>Mini Lesson: LAR.U2.RML2</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk <u>Mini Lesson: LAR.U2.RML3</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk <u>Mini Lesson: LAR.U2.RML4</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk <u>Mini Lesson: LAR.U2.RML5</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk <u>Mini Lesson: LAR.U2.RML6</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	ELA.L.RF.3.4 ELA.L.RF.3.4.B ELA.L.VL.3.2 ELA.RL.CR.3.1 ELA.RI.CR.3.1 ELA.RI.CI.3.2 ELA.RL.IT.3.3 ELA.RI.AA.3.7 ELA.W.AW.3.1.A ELA.W.AW.3.1.B ELA.W.AW.3.1.C ELA.W.AW.3.1.D ELA.W.IW.3.2.D ELA.W.IW.3.2.E ELA.W.NW.3.3.E ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 LA.U14.RML6 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.
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<u>Monitoring, Searching, and Self-Correcting</u> 3 minilessons	SWBAT search and describe multiple sources of information to monitor and self-correct SWBAT understand how dialogue can help self-monitor and self-correct SWBAT refer to the narrative structure and multidimensional characters to self-correct	<u>Mini Lesson: SAS.U1.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: SAS.U1.RML2</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: SAS.U1.RML3</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	ELA.L.RF.3.4 ELA.L.RF.3.4.B ELA.L.VL.3.2 ELA.RL.CR.3.1 ELA.RI.CR.3.1 ELA.RI.CI.3.2 ELA.RL.IT.3.3 ELA.RI.AA.3.7 ELA.W.AW.3.1.A ELA.W.AW.3.1.B ELA.W.AW.3.1.C ELA.W.AW.3.1.D ELA.W.IW.3.2.D ELA.W.IW.3.2.E ELA.W.NW.3.3.E ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 LA.U14.RML6 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.
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<u>Studying Informational Books</u> 4 minilessons	SWBAT recognize the genre of nonfiction but the characteristics of the book SWBAT define informational books SWBAT recognize authors give facts about single topics in an informational text SWBAT recognize the different organize structures of an informational text	<u>Mini Lesson: LA.U11.RML1</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk <u>Mini Lesson: LA.U11.RML2</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk <u>Mini Lesson: LA.U11RML3</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk <u>Mini Lesson: LA.U11RML3</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	ELA.L.RF.3.4 ELA.L.RF.3.4.B ELA.L.VL.3.2 ELA.RL.CR.3.1 ELA.RI.CR.3.1 ELA.RI.CI.3.2 ELA.RL.IT.3.3 ELA.RI.AA.3.7 ELA.W.AW.3.1.A ELA.W.AW.3.1.B ELA.W.AW.3.1.C ELA.W.AW.3.1.D ELA.W.IW.3.2.D ELA.W.IW.3.2.E ELA.W.NW.3.3.E ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 LA.U14.RML6 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.
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<u>Thinking about the Topic in Nonfiction Books</u> 6 minilessons	SWBAT infer the author's feelings towards the topic of a nonfiction text	<u>Mini Lesson: LA.U14.RML1</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Observation/ Anecdotal notes	ELA.L.RF.3.4 ELA.L.RF.3.4.B ELA.L.VL.3.2 ELA.RL.CR.3.1 ELA.RI.CR.3.1 ELA.RI.CI.3.2 ELA.RL.IT.3.3 ELA.RI.AA.3.7 ELA.W.AW.3.1.A ELA.W.AW.3.1.B ELA.W.AW.3.1.C ELA.W.AW.3.1.D ELA.W.IW.3.2.D ELA.W.IW.3.2.E ELA.W.NW.3.3.E ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 LA.U14.RML6 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.
	SWBAT infer the topic's importance in a text	<u>Mini Lesson: LA.U14.RML2</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Modified/ Differentiated Read to Response and Shared Reading	
	SWBAT use their prior knowledge before reading the nonfiction text and what they learned after reading	<u>Mini Lesson: LA.U14.RML3</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Guided Reading Conference + Focus Skills based on their IEP needs	
	SWBAT recognize and describe the main topic and subtopics	<u>Mini Lesson: LA.U14.RML4</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Differentiated Graphic Organizers	
	SWBAT explain the topics of the nonfiction text	<u>Mini Lesson: LA.U14.RML5</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk		
	SWBAT describe the accuracy of the text and citing evidence for their opinion	<u>Mini Lesson: LA.U14.RML6</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk		

Standards

ELA.L.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

ELA.L.RF.3.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.

ELA.L.VL.3.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

ELA.RI.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

ELA.RI.CI.3.2 Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

ELA.RL.IT.3.3 Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

ELA.RI.AA.3.7 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.

ELA.W.AW.3.1.A Introduce an opinion clearly.

ELA.W.AW.3.1.B Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.

ELA.W.AW.3.1.C Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.

ELA.W.AW.3.1.D Provide a conclusion related to the opinion presented.

ELA.W.IW.3.2.D Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).

ELA.W.IW.3.2.E Provide a conclusion related to the information or explanation presented.

ELA.W.NW.3.3.E Provide a conclusion or sense of closure that follows the narrated experiences or events.

ELA.SL.PE.3.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

ELA.SL.PE.3.1.B Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

ELA.SL.PE.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

ELA.SL.PE.3.1.D Explain their own ideas and understanding in light of the discussion.

ELA.SL.II.3.2 Determine the main ideas and supporting details of a text read aloud or information

LA.U14.RML6 Share presented in diverse media and formats, including visually, quantitatively, and orally.

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

ELA.SL.PI.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.

ELA.SL.UM.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.

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

SOC.6.1.4.A.CS10 In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.

SOC.6.1.4.B.CS7 Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

SOC.6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

SOC.6.1.4.D.CS3 Personal, family, and community history is a source of information for individuals about the people and places around them.

3-ESS2-2.8.1 Obtain and combine information from books and other reliable media to explain phenomena.

3-ESS3-1.ESS3.B.1 A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

storiesgrowby.org/readers-theater-play-scripts.

Cross Curricular/ 21st Century Connections

Social Studies: use nonfiction books in guided reading; research different cultures around the world based off the IRAs

Science - Research animals and plants from IRA

Math - create graphs and charts based on popularity of IRA (take a poll after each unit)

21st Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 4: Life Lessons and Honoring Traditions

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **3 weeks**
Status:

Summary of the Unit

Multicultural literature is a powerful tool to help students to get a better understanding of both their own culture and the cultures of other people. Students will develop greater cognitive skills as they learn to engage with and be able to critically evaluate the texts that they read. As they read, students will begin to notice and make connections to their own family cultures. They will learn a person's background and heritage is what creates a person. The students will work on their foundational skills of reading behaviors and the appropriate procedures for the classroom literacy block during this unit as well. Teachers can utilize the classroom management lessons in The Reading Minilessons book for reference in adding launching lessons if necessary.

Enduring Understandings

- Accept and respect each other and **our** beliefs
- Culture is an invisible bond that ties a community together
- You feel you belong in a place when you have something to contribute
- People's past influences their future

Essential Questions

- Why are traditions important?
- What is the writer's reason for writing?
- How does an author or illustrator make decisions to interest readers?
- Why is it important to understand our culture?

Summative Assessment and/or Summative Criteria

Respond to Reading (writing/illustrations); Link It Form B; Running Record; Cold Read Assessment; IRA Quizzes

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 5
- Reader's Notebook
- Book Talk
- Fluency
- Nonfiction Books
- Summarize
- Main Idea and Details
- Character Change
- Text Features

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

- *Honoring Traditions*
- *Realistic Fiction*

Shared Reading including (one per week):

- *Light My Way*
- *Far Above Earth*
- *Exploring Underground*

Optional Related Read Alouds (can be used in between FPC texts):

- Action Jackson - by Jan Greenberg, Sandra Johnson
- Babe the Gallant Pig - by Dick King-Smith
- Because of Winn-Dixie - by Kate DiCamillo
- Charlotte's Web - by E.B. White
- Flora and Ulysses; The Illuminated Adventures - by Kate DiCamillo

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Respond to Reading (writing/illustrations); Link It Form B; Running Record; Cold Read Assessment; IRA Quizzes

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Interactive Read Alouds (IRA)				
IRA: - pair with one RML - pair with Shared Reading	SWBAT recognize setting and characters are characteristics of fiction text	<u>Owl Moon</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text</i>	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading	ELA.L.RF.3.4 ELA.L.WF.3.3.H ELA.L.WF.3.3.I ELA.RL.CR.3.1

Realistic Fiction	SWBAT make inferences based on dialogue and behavior of a character	Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Sky Sisters</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>	Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	ELA.RL.CI.3.2 ELA.RI.TS.3.4 ELA.RI.MF.3.6 ELA.W.IW.3.2.C ELA.W.NW.3.3.A ELA.W.WP.3.4 ELA.SL.PE.3.1 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6
	SWBAT to make text-to-text connections within the text set			
	SWBAT recognize how the author uses figurative language to make the setting vivid			
	SWBAT recognize realistic and fantasy elements of a text	<u>Tomas and the Library Lady</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>		Social Studies: SOC.6.1.4.A. SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.
	SWBAT make inferences about the characters			
	SWBAT recognize the character change and infer the reason behind it	<u>Dancing in the Wings</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>		
	SWBAT recognize and critique the author's informal writing style	<u>Dumpling Soups</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i>		

		- <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>		
IRA: - pair with one RML - pair with Shared Reading Honoring Traditions	SWBAT recognize believable setting and characters are characteristics of realistic fiction text SWBAT make text-to-text connections within the text set SWBAT recognize the character change and infer the reason behind it SWBAT use text evidence of the text and illustrations to infer the character's traits SWBAT recognize how details in the illustration reflect the setting and culture SWBAT describe traditions of Chinese New Year SWBAT describe the importance and value of traditions	<u>Bintou's Braid</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Deep in the Sahara</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Crane Boy</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Crouching Tiger</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading	Observation/ Anecdotal notes Modified/ Differentiated Read to Response Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	ELA.L.RF.3.4 ELA.L.WF.3.3.H ELA.L.WF.3.3.I ELA.RL.CR.3.1 ELA.RL.CI.3.2 ELA.RI.TS.3.4 ELA.RI.MF.3.6 ELA.W.IW.3.2.C ELA.W.NW.3.3.A ELA.W.WP.3.4 ELA.SL.PE.3.1 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies: SOC.6.1.4.A. SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B. 1 Social Studies SOC.6.1.4.A.CS10

		- <i>IRA Comprehension Quiz</i> <u>Nadia's Hands</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>		SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B. 1
Shared Reading Lessons (SR)				
Shared Reading (one text per week)	SWBAT read with appropriate phrasing, pausing, intonation, word stress, and rate SWBAT adjust their voice to reflect the mood of the text	<u>Light My Way</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole <u>Far Above Earth</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text	Observation/ Anecdotal notes Modified/ Differentiated Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets	ELA.L.RF.3.4 ELA.L.WF.3.3.H ELA.L.WF.3.3.I ELA.RL.CR.3.1 ELA.RL.CI.3.2 ELA.RI.TS.3.4 ELA.RI.MF.3.6 ELA.W.IW.3.2.C ELA.W.NW.3.3.A ELA.W.WP.3.4 ELA.SL.PE.3.1 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies: SOC.6.1.4.A. SOC.6.1.4.B.CS7 SOC.6.1.4.D.2

		-Students read the small book version of the text, taking turns reading or reading the book as a whole <u>Exploring Underground</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole		SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B. 1
Reading Mini Lessons (one a day)				

<u>Main Idea and Details</u> 4 minilessons	SWBAT identify the main idea of the text SWBAT identify the details that support the main idea SWBAT compare details vs main ideas	*Use past IRA Fiction/ Non-Fiction texts <u>Mini Lesson 1:</u> - Teacher will reread a non-fiction IRA that has been previously read. - Students will work in a pair or a group to identify the details of the IRA. Teacher will provide them with post-it. - Students will stick their post-it on the anchor chart of what they found - Teacher will have students lead the discussion about details <u>Mini Lesson 2:</u> - Teacher will reread a different non-fiction IRA that has been previously read. - Students will work in a pair or a group to find the main idea based on the details - Teacher will have students lead the discussion about details Optional Activities During Daily 5 Centers: - Students will complete a Main Idea & Details Mini-chart based on their Read to Self book or Listening to Reading Book - Teacher will use Main Idea & Details as the focal skill during Guided Reading	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	ELA.L.RF.3.4 ELA.L.WF.3.3.H ELA.L.WF.3.3.I ELA.RL.CR.3.1 ELA.RL.CI.3.2 ELA.RI.TS.3.4 ELA.RI.MF.3.6 ELA.W.IW.3.2.C ELA.W.NW.3.3.A ELA.W.WP.3.4 ELA.SL.PE.3.1 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies: SOC.6.1.4.A. SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.
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<u>Writing About Nonfiction Books in a Reader's Notebook</u> 3 minilessons	SWBAT use both prior knowledge and new knowledge from a text in their writing SWBAT write questions in response to important information SWBAT write an all about writing using information from nonfiction text	<u>Mini Lesson: WAR.U5.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: WAR.U5.RML2</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: WAR.U5.RML3</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	ELA.L.RF.3.4 ELA.L.WF.3.3.H ELA.L.WF.3.3.I ELA.RL.CR.3.1 ELA.RL.CI.3.2 ELA.RI.TS.3.4 ELA.RI.MF.3.6 ELA.W.IW.3.2.C ELA.W.NW.3.3.A ELA.W.WP.3.4 ELA.SL.PE.3.1 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies: SOC.6.1.4.A. SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.
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<u>Studying Authors & Illustrators</u> 2 minilessons	SWBAT recognize that an author or illustro usually writes several books with distinctable characteristics in each text SWBAT recognize authors get writing ideas from their own lives	* Use Janell Cannon IRA Texts <u>Mini Lesson: LA.U2.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U2.RML2</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	ELA.L.RF.3.4 ELA.L.WF.3.3.H ELA.L.WF.3.3.I ELA.RL.CR.3.1 ELA.RL.CI.3.2 ELA.RI.TS.3.4 ELA.RI.MF.3.6 ELA.W.IW.3.2.C ELA.W.NW.3.3.A ELA.W.WP.3.4 ELA.SL.PE.3.1 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies: SOC.6.1.4.A. SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.
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<u>Understanding Plot</u> 4 minilessons	SWBAT recognize the plot with problem and solution SWBAT recognize stories can have more than one problem SWBAT recognize that the story leads to the climax of the story and then changes after it SWBAT describe the narrative structure of beginning, series of events, the climax, problem and solution of story, and the ending	<u>Mini Lesson: LA.U22.RML1</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk <u>Mini Lesson: LA.U22.RML2</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk <u>Mini Lesson: LA.U22.RML3</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk <u>Mini Lesson: LA.U22.RML4</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	ELA.L.RF.3.4 ELA.L.WF.3.3.H ELA.L.WF.3.3.I ELA.RL.CR.3.1 ELA.RL.CI.3.2 ELA.RI.TS.3.4 ELA.RI.MF.3.6 ELA.W.IW.3.2.C ELA.W.NW.3.3.A ELA.W.WP.3.4 ELA.SL.PE.3.1 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies: SOC.6.1.4.A. SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.
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<u>Thinking About the Setting in Fiction Books</u> 3 minilessons	SWBAT predict the setting using the illustrations and texts SWBAT recognize the setting can be in a different time and place than it currently is SWBAT explain why the setting is important to the plot of the story	<u>Mini Lesson: LA.U21.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U21.RML2</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U21.RML3</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	ELA.L.RF.3.4 ELA.L.WF.3.3.H ELA.L.WF.3.3.I ELA.RL.CR.3.1 ELA.RL.CI.3.2 ELA.RI.TS.3.4 ELA.RI.MF.3.6 ELA.W.IW.3.2.C ELA.W.NW.3.3.A ELA.W.WP.3.4 ELA.SL.PE.3.1 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 Social Studies: SOC.6.1.4.A. SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.
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Standards

ELA.L.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

ELA.L.WF.3.3.H Paraphrase a main idea or event in order to vary sentence structure and word use.

ELA.L.WF.3.3.I Organize ideas into paragraphs with main ideas and supporting details.

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

ELA.RL.CI.3.2 Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

ELA.RI.TS.3.4 Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

ELA.RI.MF.3.6 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).

ELA.W.IW.3.2.C Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

ELA.W.NW.3.3.A Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.

ELA.W.WP.3.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELA.SL.PE.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

ELA.SL.PE.3.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

ELA.SL.PE.3.1.B Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

ELA.SL.PE.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

ELA.SL.PE.3.1.D Explain their own ideas and understanding in light of the discussion.

ELA.SL.II.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

ELA.SL.PI.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.

ELA.SL.UM.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.

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

SOC.6.1.4.A.CS10 In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.

SOC.6.1.4.B.CS7 Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

SOC.6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

SOC.6.1.4.D.CS3 Personal, family, and community history is a source of information for individuals about the people and places around them.

3-ESS2-2.8.1 Obtain and combine information from books and other reliable media to explain phenomena.

3-ESS3-1.ESS3.B.1 A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.

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- Provide additional examples of annotation and the signposts.
 - Allow additional time when in full class discussing for processing and discussion.
 - Students should be provided with graphic organizers during annotations and discussions.
 - Check for understanding by conferencing with the teacher.
 - Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
 - Repeat and clarify any directions given.
 - Allow for preferential seating within groups and the whole class.
 - Modify amount of vocabulary words used
 - Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

storiesgrowby.org/readers-theater-play-scripts.

Cross Curricular/ 21st Century Connections

Social Studies: use nonfiction books in guided reading; research different cultures around the world based off the IRAs

Science - Research animals and plants from IRA

Math - create graphs and charts based on popularity of IRA (take a poll after each unit)

21st Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 5: Facing Challenges and the Importance of Determination

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **5 weeks**
Status:

Summary of the Unit

Students will increase their knowledge and understanding that we can learn lessons from the characters we meet in stories. Students will learn that characters will teach the readers through the struggles and problems that they face in the story. They will also learn that emotional intelligence will help them face challenges. They will learn to improve their problem solving skills and keep their determination during a problem. The students will work on their foundational skills of reading behaviors and the appropriate procedures for the classroom literacy block during this unit as well. Teachers can utilize the classroom management lessons in The Reading Minilessons book for reference in adding launching lessons if necessary.

Enduring Understandings

- Characters change throughout a text for many reasons.
- Author's write books to share a message
- The setting can give clues about a story
- The setting can create mood
- Emotional intelligence can help children face challenges

Essential Questions

- Why is it important to face challenges?
- Why is determination important?
- What can characters teach us about our own life?

Summative Assessment and/or Summative Criteria

Respond to Reading (writing/illustrations); Link It Form B; Running Record; Cold Read Assessment; IRA Quizzes

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 5
- Reader's Notebook
- Book Talk
- Fluency
- Nonfiction Books
- Summarize
- Main Idea and Details
- Character Change
- Text Features

Independent Reading: (Guided Reading)

- Fluency

- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

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Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

- *Facing Challenges*
- *The Importance of Determination*

Shared Reading including (one per week):

- *Mixed-Up Monsters*
- *The Backwards Poem*
- *Nerman's Revenge*

Optional Related Read Alouds (can be used in between FPC texts):

- Action Jackson - by Jan Greenberg, Sandra Johnson
- Babe the Gallant Pig - by Dick King-Smith
- Because of Winn-Dixie - by Kate DiCamillo
- Charlotte's Web - by E.B. White
- Flora and Ulysses; The Illuminated Adventures - by Kate DiCamillo

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Respond to Reading (writing/illustrations); Link It Form B; Running Record; Cold Read Assessment; IRA Quizzes

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Interactive Read Alouds (IRA)				
IRA: - pair with one RML - pair with Shared Reading Facing Challenges	SWBAT infer the message the author wants the reader to know	lsh Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading	ELA.L.RF.3.3 ELA.L.RF.3.3.A ELA.L.RF.3.4 ELA.L.RF.3.4.C SOC.6.1.5.CivicsP R.3 ELA.L.WF.3.3.F

	SWBAT make a connection to the theme of the story to their own lives SWBAT make text-to-text connections within the text set SWBAT infer the character's feelings based on the facial expressions and gestures SWBAT describe how the author uses figurative language SWBAT explain how the character change from the beginning to the end of the story SWBAT make a connection to the theme of the story to their own experiences SWBAT infer the message of the text	- <i>IRA Comprehension Quiz</i> <u>First Day in Grapes</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Gettin' Through Thursday</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Chin Chaing and the Dragon's Dance</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Goal!</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i>	Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	SOC.6.1.5.CivicsC M.1 ELA.L.VL.3.2.B SOC.6.1.5.CivicsC M.2 SOC.6.1.5.CivicsC M.3 ELA.L.VI.3.3.A ELA.L.VI.3.3.B ELA.RL.CI.3.2 ELA.RL.IT.3.3 ELA.RI.PP.3.5 ELA.RL.CT.3.8 ELA.W.WP.3.4.A ELA.W.RW.3.7 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.AS.3.6 SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2 3-ESS2-2.8.1 3-ESS3-1.ESS3.B. 1 3-LS4-1.LS4.A.1
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		Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>		
IRA: - pair with one RML - pair with Shared Reading The Importance of Determination	SWBAT predict how the setting is important to the plot SWBAT recognize how illustrations can show the passage of time SWBAT describe how the setting and culture is shown on the characters' behavior SWBAT predict what will happen in the story SWBAT explain the author's message SWBAT use text evidence to support their opinion and answer SWBAT describe how the character changes through the course of the story	<u>The Paperboy</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Ruby's Wish</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Nothing But Trouble: The Story of Althea Gibson</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Soccer Star</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i>	Observation/ Anecdotal notes Modified/ Differentiated Read to Response Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	ELA.L.RF.3.3 ELA.L.RF.3.3.A ELA.L.RF.3.4 ELA.L.RF.3.4.C SOC.6.1.5.CivicsP R.3 ELA.L.WF.3.3.F SOC.6.1.5.CivicsC M.1 ELA.L.VL.3.2.B SOC.6.1.5.CivicsC M.2 SOC.6.1.5.CivicsC M.3 ELA.L.VI.3.3.A ELA.L.VI.3.3.B ELA.RL.CI.3.2 ELA.RL.IT.3.3 ELA.RI.PP.3.5 ELA.RL.CT.3.8 ELA.W.WP.3.4.A ELA.W.RW.3.7 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.AS.3.6 SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2

	SWBAT infer the character's feelings based on the facial expressions and gestures	Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>The Patchwork Quilt</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>		3-ESS2-2.8.1 3-ESS3-1.ESS3.B.1 3-LS4-1.LS4.A.1
Shared Reading Lessons (SR)				
Shared Reading (one text per week)	SWBAT read with appropriate phrasing, pausing, intonation, word stress, and rate SWBAT adjust their voice to reflect the mood of the text SWBAT read and understand poetry SWBAT describe the characteristics of fantasy genre SWBAT describe the story using literary features SWBAT use deconstruct a word into syllables to help them decode	<u>Mixed Up Monsters</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole <u>The Backwards Poem</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include:	Observation/ Anecdotal notes Modified/ Differentiated Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets	ELA.L.RF.3.3 ELA.L.RF.3.3.A ELA.L.RF.3.4 ELA.L.RF.3.4.C SOC.6.1.5.CivicsP R.3 ELA.L.WF.3.3.F SOC.6.1.5.CivicsC M.1 ELA.L.VL.3.2.B SOC.6.1.5.CivicsC M.2 SOC.6.1.5.CivicsC M.3 ELA.L.VI.3.3.A ELA.L.VI.3.3.B ELA.RL.CI.3.2 ELA.RL.IT.3.3 ELA.RI.PP.3.5 ELA.RL.CT.3.8 ELA.W.WP.3.4.A ELA.W.RW.3.7 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B

		-Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole <u>Nerman's Revenge</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole		ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.AS.3.6 SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.1 3-LS4-1.LS4.A.1
Reading Mini Lessons (one a day)				

<u>Studying Realistic Fiction</u> 8 minilessons	SWBAT describe characteristics of realistic fiction text	<u>Mini Lesson: LA.U17.RML1</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Observation/ Anecdotal notes	ELA.L.RF.3.3 ELA.L.RF.3.3.A ELA.L.RF.3.4 ELA.L.RF.3.4.C SOC.6.1.5.CivicsP R.3
	SWBAT define and explain realistic fiction	<u>Mini Lesson: LA.U17.RML2</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Modified/ Differentiated Read to Response and Shared Reading	ELA.L.WF.3.3.F SOC.6.1.5.CivicsC M.1
	SWBAT recognize that characters are imaginary but could exist in real life	<u>Mini Lesson: LA.U17.RML3</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Guided Reading Conference + Focus Skills based on their IEP needs	ELA.L.VL.3.2.B SOC.6.1.5.CivicsC M.2
	SWBAT recognize that the setting in a realistic fiction could exist in real life	<u>Mini Lesson: LA.U17.RML4</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Differentiated Graphic Organizers	SOC.6.1.5.CivicsC M.3 ELA.L.VI.3.3.A ELA.L.VI.3.3.B
	SWBAT recognize the setting could be real but the characters and the story plot is not	<u>Mini Lesson: LA.U17.RML5</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk		ELA.RL.CI.3.2 ELA.RL.IT.3.3 ELA.RI.PP.3.5 ELA.RL.CT.3.8 ELA.W.WP.3.4.A ELA.W.RW.3.7
	SWBAT recognize that authors write problems that could be real	<u>Mini Lesson: LA.U17.RML6</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk		ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2
	SWBAT recognize that the stories can end in a realistic way in a realistic fiction text	<u>Mini Lesson: LA.U17.RML7</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk		ELA.SL.ES.3.3 ELA.SL.AS.3.6 SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2
	SWBAT make a text-to-self	<u>Mini Lesson: LA.U17.RML8</u> ● Mini lesson		SOC.6.1.4.D.CS3 3-ESS2-2 3-ESS2-2.8.1 3-ESS3-1.ESS3.B. 1

	connection and think about the author's message	• Model/Practice • Summarize and apply • Turn and Talk		3-LS4-1.LS4.A.1
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<u>Solving Words</u> 8 minilessons	SWBAT blend with their fingers to take apart two- or three syllable words	<u>Mini Lesson: SAS.U2.RML1</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Observation/ Anecdotal notes	ELA.L.RF.3.3 ELA.L.RF.3.3.A ELA.L.RF.3.4 ELA.L.RF.3.4.C SOC.6.1.5.CivicsP R.3
	SWBAT break apart a multisyllabic word into CVVC pattern to help decode	<u>Mini Lesson: SAS.U2.RML2</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Modified/ Differentiated Read to Response and Shared Reading	ELA.L.WF.3.3.F SOC.6.1.5.CivicsC M.1
	SWBAT break part the word after the first syllable when the syllable is a long vowel	<u>Mini Lesson: SAS.U2.RML3</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Guided Reading Conference + Focus Skills based on their IEP needs	ELA.L.VL.3.2.B SOC.6.1.5.CivicsC M.2
	SWBAT break apart a word into a CVC pattern	<u>Mini Lesson: SAS.U2.RML4</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Differentiated Graphic Organizers	SOC.6.1.5.CivicsC M.3 ELA.L.VI.3.3.A ELA.L.VI.3.3.B
	SWBAT break apart words in between vowels	<u>Mini Lesson: SAS.U2.RML5</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk		ELA.RL.CI.3.2 ELA.RL.IT.3.3 ELA.RI.PP.3.5 ELA.RL.CT.3.8 ELA.W.WP.3.4.A ELA.W.RW.3.7
	SWBAT break apart words before the constant and [-le] pattern	<u>Mini Lesson: SAS.U2.RML6</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk		ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2
	SWBAT remove the prefix and suffix to create a new word	<u>Mini Lesson: SAS.U2.RML7</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk		ELA.SL.ES.3.3 ELA.SL.AS.3.6 SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2
	SWBAT recognize and use familiar	<u>Mini Lesson: SAS.U2.RML8</u> ● Mini lesson		SOC.6.1.4.D.CS3 3-ESS2-2 3-ESS2-2.8.1 3-ESS3-1.ESS3.B. 1

	parts of a word to help them decode the word SWBAT recognize that the writer tells the meaning when looking at the sentence, paragraph or somewhere in the book SWBAT recognize that writers will use synonyms in a sentence to describe the word	● Model/Practice ● Summarize and apply ● Turn and Talk		3-LS4-1.LS4.A.1
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Standards

ELA.L.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

ELA.L.RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.

ELA.L.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

ELA.L.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SOC.6.1.5.CivicsPR.3 Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

ELA.L.WF.3.3.F Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).

SOC.6.1.5.CivicsCM.1 Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

ELA.L.VL.3.2.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

SOC.6.1.5.CivicsCM.2 Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.

SOC.6.1.5.CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

ELA.L.VI.3.3.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

ELA.L.VI.3.3.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

ELA.RL.CI.3.2 Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

ELA.RL.IT.3.3 Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

ELA.RI.PP.3.5 Distinguish their own point of view from that of the author of a text.

ELA.RL.CT.3.8 Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

ELA.W.WP.3.4.A Identify audience, purpose, and intended length of composition before writing.

ELA.W.RW.3.7 Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

ELA.SL.PE.3.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

ELA.SL.PE.3.1.B Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

ELA.SL.PE.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

ELA.SL.PE.3.1.D Explain their own ideas and understanding in light of the discussion.

ELA.SL.II.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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

SOC.6.1.4.A.CS10 In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.

SOC.6.1.4.B.CS7 Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

SOC.6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

SOC.6.1.4.D.CS3 Personal, family, and community history is a source of information for individuals about the people and places around them.

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

3-ESS2-2.8.1 Obtain and combine information from books and other reliable media to explain phenomena.

3-ESS3-1.ESS3.B.1 A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

3-LS4-1.LS4.A.1 Some kinds of plants and animals that once lived on Earth are no longer found anywhere.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

storiestogrowby.org/readers-theater-play-scripts.

Cross Curricular/ 21st Century Connections

Social Studies: use nonfiction books in guided reading; research different cultures around the world based off the IRAs

Science - Research animals and plants from IRA

Math - create graphs and charts based on popularity of IRA (take a poll after each unit)

21st Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 6: Exploring the World Around Us

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **4 weeks**
Status:

Summary of the Unit

Reading about animals is important because giving them the attention they receive through literature helps as well as students learning more about them. Through the act of reading, it gives students a purpose that they are helping the animals. Students will also love to learn as they read biographies in this unit. The students will work on their foundational skills of reading behaviors and the appropriate procedures for the classroom literacy block during this unit as well. Teachers can utilize the classroom management lessons in The Reading Minilessons book for reference in adding launching lessons if necessary.

Enduring Understandings

- Facts can be learned through story
- Nonfiction can include Poetry and Biography
- Author's write books to share a message
- Nonfiction text features can be used to understand the text
- Biographies can help understand the past world to better understand the current world

Essential Questions

- Why is it important to learn about the animals that share our world?
- What is the writer's reason for writing?
- How does an author or illustrator make decisions to interest readers?

Summative Assessment and/or Summative Criteria

Respond to Reading (writing/illustrations); Link It Form B; Running Record; Cold Read Assessment; IRA Quizzes

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 5
- Reader's Notebook
- Book Talk
- Fluency
- Nonfiction Books
- Summarize
- Main Idea and Details
- Character Change
- Text Features

Independent Reading: (Guided Reading)

- Fluency

- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

- *Animal Journeys*
- *Biography*
- *Dianna Hutts Aston and Sylvia Long*

Shared Reading including (one per week):

- *Baseball for Pedro*
- *Callaloo Soup*
- *Tiny But Fierce*

Optional Related Read Alouds (can be used in between FPC texts):

- *The One and Only Ivan* by Katherine Applegate
- *The BFG* by Roald Dahl
- *The Hundred Dresses* by Eleanor Estes
- *Mystery at the Club Sandwich* by Doug Cushman
- *The Seven Wonders of Sassafras Springs* by Betty G. Birney
- *1621: A New Look at Thanksgiving* by Catherine O'Neill Grace
- *Virgie Goes to School with Us Boys* by Elizabeth Fitzgerald Howard

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Respond to Reading (writing/illustrations); Link It Form B; Running Record; Cold Read Assessment; IRA Quizzes

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Interactive Read Alouds (IRA)				
IRA: - pair with one RML - pair with Shared Reading	SWBAT recognize and explain the purpose of a map	<u>The Peregrine's Journey: A Story of Migration</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i>	Observation/ Anecdotal notes Modified/ Differentiated Read to	ELA.L.RF.3.3.C ELA.L.RF.3.4.C ELA.L.WF.3.3.A

Animal Journeys	SWBAT share new information they learned about peregrine falcons	Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>	Response and Shared Reading	ELA.L.WF.3.3.B ELA.L.WF.3.3.C ELA.L.WF.3.3.H ELA.L.WF.3.3.I
	SWBAT explain important events in the text in temporal sequence	<u>A Mother's Journey</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text</i>	Guided Reading Conference + Focus Skills based on their IEP needs	ELA.L.KL.3.1.A ELA.L.KL.3.1.B ELA.L.KL.3.1.C
	SWBAT infer the author's message in the text	Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>	Differentiated Graphic Organizers	ELA.L.VL.3.2.A ELA.L.VL.3.2.B
	SWBAT describe the purpose of text resources found in the book		Exit Tickets	SCI.3-LS1-1 ELA.L.VL.3.2.C ELA.L.VL.3.2.D
	SWBAT make connections about the text and the ideas presented in the book	<u>North: The Amazing Story of Arctic Migration</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text</i>		ELA.L.VI.3.3.A ELA.L.VI.3.3.B
	SWBAT infer the messages in each text	Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>		ELA.RLC.R.3.1 ELA.RL.CI.3.2 ELA.RI.CI.3.2 ELA.RL.IT.3.3
		<u>Hachiko: The True Story of a Loyal Dog</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text</i>		ELA.RI.PP.3.5 ELA.RL.MF.3.6 ELA.RI.AA.3.7
	SWBAT make inferences of their own experiences to the theme of the book	Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>		ELA.W.AW.3.1.A ELA.W.AW.3.1.B ELA.W.AW.3.1.D ELA.W.WP.3.4.A ELA.W.WP.3.4.B ELA.W.WP.3.4.C

				SOC.6.1.5.EconE M.4 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 SOC.6.3.5.CivicsP D.1 SCI.3-ESS3-1 SOC.6.3.5.GeoHE .1 SOC.6.3.5.GeoGl. 1 SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2 3-ESS2-2.8.1 3-ESS3-1.ESS3.B. 1
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IRA: - pair with one RML - pair with Shared Reading Biography	SWBAT describes the characteristics of biography texts	<u>Nobody Owns the SKy: The Story of “Brave Bessie” Coleman</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i>	Observation/ Anecdotal notes	ELA.L.RF.3.3.C
	SWBAT recognize different types of poetry in nonfiction text		Modified/ Differentiated Read to Response	ELA.L.RF.3.4.C ELA.L.WF.3.3.A
	SWBAT infer the author’s message		Guided Reading Conference + Focus Skills based on their IEP needs	ELA.L.WF.3.3.B ELA.L.WF.3.3.C ELA.L.WF.3.3.H
	SWBAT recognize information in sequential order	<u>Odd Boy Out: Young Albert Einstein</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i>	Differentiated Graphic Organizers	ELA.L.WF.3.3.I ELA.L.KL.3.1.A
	SWBAT infer the importance of a character’s contribution to the world		Exit Tickets	ELA.L.KL.3.1.B
	SWBAT make text-to-text connections within the unit	<u>Magic Trash: A Story of Tyree Guyton and His Art</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i>	Optional: IRA Comprehension Quiz	ELA.L.KL.3.1.C ELA.L.VL.3.2.A ELA.L.VL.3.2.B
	SWBAT infer the importance of accomplishments of the character			SCI.3-LS1-1 ELA.L.VL.3.2.C
		<u>The Tree Lady</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i>		ELA.L.VL.3.2.D ELA.L.VI.3.3.A ELA.L.VI.3.3.B
				ELA.RL.CR.3.1 ELA.RL.CI.3.2 ELA.RI.CI.3.2
				ELA.RL.IT.3.3 ELA.RI.PP.3.5 ELA.RL.MF.3.6 ELA.RI.AA.3.7 ELA.W.AW.3.1.A

		Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Wangari Maathai: The Woman Who Planted Millions of Trees</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>		ELA.W.AW.3.1.B ELA.W.AW.3.1.D ELA.W.WP.3.4.A ELA.W.WP.3.4.B ELA.W.WP.3.4.C SOC.6.1.5.EconE M.4 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 SOC.6.3.5.CivicsP D.1 SCI.3-ESS3-1 SOC.6.3.5.GeoHE .1 SOC.6.3.5.GeoGl. 1 SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2
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				SOC.6.1.4.D.CS3 3-ESS2-2 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.1
IRA: - pair with one RML - pair with Shared Reading Author Study: Dianna Hutts Aston and Sylvia Long	SWBAT describe the writing style of Dianna Hutts Aston through the title, topic, and writing style SWBAT share information they learned from the text	<u>An Egg is Quiet</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>A Seed is Sleepy</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>A Butterfly is Patient</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>A Rock is Lively</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i>	Observation/ Anecdotal notes Modified/ Differentiated Read to Response Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	ELA.L.RF.3.3.C ELA.L.RF.3.4.C ELA.L.WF.3.3.A ELA.L.WF.3.3.B ELA.L.WF.3.3.C ELA.L.WF.3.3.H ELA.L.WF.3.3.I ELA.L.KL.3.1.A ELA.L.KL.3.1.B ELA.L.KL.3.1.C ELA.L.VL.3.2.A ELA.L.VL.3.2.B SCI.3-LS1-1 ELA.L.VL.3.2.C ELA.L.VL.3.2.D ELA.L.VI.3.3.A ELA.L.VI.3.3.B ELA.RL.CR.3.1 ELA.RL.CI.3.2 ELA.RI.CI.3.2 ELA.RL.IT.3.3

		-Read the Text -Discuss the Text - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz		ELA.RI.PP.3.5 ELA.RL.MF.3.6 ELA.RI.AA.3.7 ELA.W.AW.3.1.A ELA.W.AW.3.1.B ELA.W.AW.3.1.D ELA.W.WP.3.4.A ELA.W.WP.3.4.B ELA.W.WP.3.4.C SOC.6.1.5.EconE M.4 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.UM.3.5 ELA.SL.AS.3.6 SOC.6.3.5.CivicsP D.1 SCI.3-ESS3-1
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				SOC.6.3.5.GeoHE .1 SOC.6.3.5.GeoGI. 1 SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2 3-ESS2-2.8.1 3-ESS3-1.ESS3.B. 1
Shared Reading Lessons (SR)				
Shared Reading (one text per week)	SWBAT read with appropriate phrasing, pausing, intonation, word stress, and rate SWBAT adjust their voice to reflect the mood of the text SWBAT read and understand poetry SWBAT describe the characteristics of fantasy genre SWBAT describe the story using literary features	<u>Baseball for Pedro</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole <u>Callaloo Soup</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally.	Observation/ Anecdotal notes Modified/ Differentiated Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets	ELA.L.RF.3.3.C ELA.L.RF.3.4.C ELA.L.WF.3.3.A ELA.L.WF.3.3.B ELA.L.WF.3.3.C ELA.L.WF.3.3.H ELA.L.WF.3.3.I ELA.L.KL.3.1.A ELA.L.KL.3.1.B ELA.L.KL.3.1.C ELA.L.VL.3.2.A ELA.L.VL.3.2.B SCI.3-LS1-1 ELA.L.VL.3.2.C

	SWBAT use deconstruct a word into syllables to help them decode	<i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole <u>Tiny But Fierce</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole		ELA.L.VL.3.2.D ELA.L.VI.3.3.A ELA.L.VI.3.3.B ELA.RL.CR.3.1 ELA.RL.CI.3.2 ELA.RI.CI.3.2 ELA.RL.IT.3.3 ELA.RI.PP.3.5 ELA.RL.MF.3.6 ELA.RI.AA.3.7 ELA.W.AW.3.1.A ELA.W.AW.3.1.B ELA.W.AW.3.1.D ELA.W.WP.3.4.A ELA.W.WP.3.4.B ELA.W.WP.3.4.C SOC.6.1.5.EconE M.4 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4
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				ELA.SL.UM.3.5 ELA.SL.AS.3.6 SOC.6.3.5.CivicsP D.1 SCI.3-ESS3-1 SOC.6.3.5.GeoHE .1 SOC.6.3.5.GeoGl. 1 SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 3-ESS2-2 3-ESS2-2.8.1 3-ESS3-1.ESS3.B. 1
Reading Mini Lessons (one a day)				

<u>Understanding Character Traits</u> 5 minilessons	SWBAT infer the character traits based on their behavior and dialogue	<u>Mini Lesson: LA.U25.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Observation/ Anecdotal notes	ELA.L.RF.3.3.C
	SWBAT infer character traits based on their inner thoughts	<u>Mini Lesson: LA.U25.RML2</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Modified/ Differentiated Read to Response and Shared Reading	ELA.L.RF.3.4.C ELA.L.WF.3.3.A ELA.L.WF.3.3.B ELA.L.WF.3.3.C ELA.L.WF.3.3.H ELA.L.WF.3.3.I
	SWBAT infer character traits' based on the physical details of from the illustration	<u>Mini Lesson: LA.U25.RML3</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Differentiated Graphic Organizers	ELA.L.KL.3.1.A ELA.L.KL.3.1.B ELA.L.KL.3.1.C ELA.L.VL.3.2.A ELA.L.VL.3.2.B SCI.3-LS1-1 ELA.L.VL.3.2.C ELA.L.VL.3.2.D ELA.L.VI.3.3.A ELA.L.VI.3.3.B ELA.RL.CR.3.1 ELA.RL.CI.3.2 ELA.RI.CI.3.2 ELA.RL.IT.3.3 ELA.RI.PP.3.5 ELA.RL.MF.3.6 ELA.RI.AA.3.7 ELA.W.AW.3.1.A
	SWBAT infer character traits through what other characters say or think of them	<u>Mini Lesson: LA.U25.RML4</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk		
		<u>Mini Lesson: LA.U25.RML5</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk		

				ELA.W.AW.3.1.B
				ELA.W.AW.3.1.D
				ELA.W.WP.3.4.A
				ELA.W.WP.3.4.B
				ELA.W.WP.3.4.C
				SOC.6.1.5.EconE M.4
				ELA.SL.PE.3.1.A
				ELA.SL.PE.3.1.B
				ELA.SL.PE.3.1.C
				ELA.SL.PE.3.1.D
				ELA.SL.II.3.2
				ELA.SL.ES.3.3
				ELA.SL.PI.3.4
				ELA.SL.UM.3.5
				ELA.SL.AS.3.6
				SOC.6.3.5.CivicsP D.1
				SCI.3-ESS3-1
				SOC.6.3.5.GeoHE .1
				SOC.6.3.5.GeoGl. 1
				SOC.6.1.4.A.CS10
				SOC.6.1.4.B.CS7
				SOC.6.1.4.D.2

				SOC.6.1.4.D.CS3 3-ESS2-2 3-ESS2-2.8.1 3-ESS3-1.ESS3.B. 1
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<u>Understanding Character Traits</u> 3 minilessons	SWBAT recognize characters can be good but make mistakes and will change	<u>Mini Lesson: LA.U25.RML1</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Observation/ Anecdotal notes	ELA.L.RF.3.3.C
	SWBAT recognize character change and infer the reasons from the events in the story	<u>Mini Lesson: LA.U25.RML2</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Modified/ Differentiated Read to Response and Shared Reading	ELA.L.RF.3.4.C ELA.L.WF.3.3.A ELA.L.WF.3.3.B ELA.L.WF.3.3.C ELA.L.WF.3.3.H ELA.L.WF.3.3.I
	SWBAT make a text-to-text connection of the characters and understand that different books can teach the same lesson	<u>Mini Lesson: LA.U25.RML3</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	ELA.L.KL.3.1.A ELA.L.KL.3.1.B ELA.L.KL.3.1.C ELA.L.VL.3.2.A ELA.L.VL.3.2.B SCI.3-LS1-1 ELA.L.VL.3.2.C ELA.L.VL.3.2.D ELA.L.VI.3.3.A ELA.L.VI.3.3.B ELA.RL.CR.3.1 ELA.RL.CI.3.2 ELA.RI.CI.3.2 ELA.RL.IT.3.3 ELA.RI.PP.3.5 ELA.RL.MF.3.6 ELA.RI.AA.3.7 ELA.W.AW.3.1.A

				ELA.W.AW.3.1.B
				ELA.W.AW.3.1.D
				ELA.W.WP.3.4.A
				ELA.W.WP.3.4.B
				ELA.W.WP.3.4.C
				SOC.6.1.5.EconE M.4
				ELA.SL.PE.3.1.A
				ELA.SL.PE.3.1.B
				ELA.SL.PE.3.1.C
				ELA.SL.PE.3.1.D
				ELA.SL.II.3.2
				ELA.SL.ES.3.3
				ELA.SL.PI.3.4
				ELA.SL.UM.3.5
				ELA.SL.AS.3.6
				SOC.6.3.5.CivicsP D.1
				SCI.3-ESS3-1
				SOC.6.3.5.GeoHE .1
				SOC.6.3.5.GeoGl. 1
				SOC.6.1.4.A.CS10
				SOC.6.1.4.B.CS7
				SOC.6.1.4.D.2

				SOC.6.1.4.D.CS3 3-ESS2-2 3-ESS2-2.8.1 3-ESS3-1.ESS3.B. 1
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<u>Studying Biography</u> 7 minilessons	SWBAT recognize biographies have many things in common	<u>Mini Lesson: LA.U12.RML1</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Observation/ Anecdotal notes	ELA.L.RF.3.3.C
	SWBAT define what a biography text is	<u>Mini Lesson: LA.U12.RML2</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Modified/ Differentiated Read to Response and Shared Reading	ELA.L.RF.3.4.C ELA.L.WF.3.3.A ELA.L.WF.3.3.B
	SWBAT recognize a biography is the story of person's life written by another person	<u>Mini Lesson: LA.U12.RML3</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Guided Reading Conference + Focus Skills based on their IEP needs	ELA.L.WF.3.3.C ELA.L.WF.3.3.H ELA.L.WF.3.3.I
	SWBAT recognize the author includes facts about the person in a biography	<u>Mini Lesson: LA.U12.RML4</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Differentiated Graphic Organizers	ELA.L.KL.3.1.A ELA.L.KL.3.1.B ELA.L.KL.3.1.C ELA.L.VL.3.2.A ELA.L.VL.3.2.B SCI.3-LS1-1 ELA.L.VL.3.2.C
	SWBAT infer why the author wrote a book about the person	<u>Mini Lesson: LA.U12.RML5</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk		ELA.L.VL.3.2.D ELA.L.VI.3.3.A ELA.L.VI.3.3.B
	SWBAT recognize biographies are written in chronological order	<u>Mini Lesson: LA.U12.RML6</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk		ELA.RL.CR.3.1 ELA.RL.CI.3.2 ELA.RI.CI.3.2 ELA.RL.IT.3.3
	SWBAT infer the important message the author wants the reader to know in the biography	<u>Mini Lesson: LA.U12.RML7</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk		ELA.RI.PP.3.5 ELA.RL.MF.3.6 ELA.RI.AA.3.7 ELA.W.AW.3.1.A

				ELA.W.AW.3.1.B
				ELA.W.AW.3.1.D
				ELA.W.WP.3.4.A
				ELA.W.WP.3.4.B
				ELA.W.WP.3.4.C
				SOC.6.1.5.EconE M.4
				ELA.SL.PE.3.1.A
				ELA.SL.PE.3.1.B
				ELA.SL.PE.3.1.C
				ELA.SL.PE.3.1.D
				ELA.SL.II.3.2
				ELA.SL.ES.3.3
				ELA.SL.PI.3.4
				ELA.SL.UM.3.5
				ELA.SL.AS.3.6
				SOC.6.3.5.CivicsP D.1
				SCI.3-ESS3-1
				SOC.6.3.5.GeoHE .1
				SOC.6.3.5.GeoGl. 1
				SOC.6.1.4.A.CS10
				SOC.6.1.4.B.CS7
				SOC.6.1.4.D.2

				SOC.6.1.4.D.CS3 3-ESS2-2 3-ESS2-2.8.1 3-ESS3-1.ESS3.B. 1
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Standards

ELA.L.RF.3.3.C

Decode multisyllable words.

ELA.L.RF.3.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELA.L.WF.3.3.A

Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

ELA.L.WF.3.3.B

Capitalize appropriate words in titles.

ELA.L.WF.3.3.C

Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.

ELA.L.WF.3.3.H

Paraphrase a main idea or event in order to vary sentence structure and word use.

ELA.L.WF.3.3.I

Organize ideas into paragraphs with main ideas and supporting details.

ELA.L.KL.3.1.A

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

ELA.L.KL.3.1.B

Choose words and phrases for effect.

ELA.L.KL.3.1.C

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

ELA.L.VL.3.2.A

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

ELA.L.VL.3.2.B

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

SCI.3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.
ELA.L.VL.3.2.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
ELA.L.VL.3.2.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
ELA.L.VI.3.3.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ELA.L.VI.3.3.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
ELA.RL.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
ELA.RL.CI.3.2	Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
ELA.RI.CI.3.2	Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
ELA.RL.IT.3.3	Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
	Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.
ELA.RI.PP.3.5	Distinguish their own point of view from that of the author of a text.
ELA.RL.MF.3.6	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
ELA.RI.AA.3.7	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.
ELA.W.AW.3.1.A	Introduce an opinion clearly.
ELA.W.AW.3.1.B	Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.

ELA.W.AW.3.1.D	Provide a conclusion related to the opinion presented.
ELA.W.WP.3.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.3.4.B	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.3.4.C	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
SOC.6.1.5.EconEM.4	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
ELA.SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
ELA.SL.PE.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
	Some kinds of plants and animals that once lived on Earth are no longer found anywhere.
ELA.SL.PE.3.1.D	Explain their own ideas and understanding in light of the discussion.
ELA.SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELA.SL.PI.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.
	Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.
ELA.SL.UM.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.

ELA.SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SOC.6.3.5.CivicsPD.1	Develop an action plan that addresses issues related to climate change and share with school and/or community members.
SCI.3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard.
SOC.6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
SOC.6.3.5.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
SOC.6.1.4.A.CS10	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
SOC.6.1.4.B.CS7	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.
3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
3-ESS2-2.8.1	Obtain and combine information from books and other reliable media to explain phenomena.
3-ESS3-1.ESS3.B.1	A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.

-
- Students should be provided with graphic organizers during annotations and discussions.
 - Check for understanding by conferencing with the teacher.
 - Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
 - Repeat and clarify any directions given.
 - Allow for preferential seating within groups and the whole class.
 - Modify amount of vocabulary words used
 - Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

storiesstogrowby.org/readers-theater-play-scripts.

Cross Curricular/ 21st Century Connections

Social Studies: use nonfiction books in guided reading; research different cultures around the world based off the IRAs

Science - Research animals and plants from IRA

Math - create graphs and charts based on popularity of IRA (take a poll after each unit)

21st Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 7: Understanding the Passage of Time and the Natural World

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **4 weeks**
Status:

Summary of the Unit

Students will learn that there is beauty found everywhere in the world. Students will engage through thought-provoking questions that will focus on finding beauty in the details the author writes, illustrations and how to give beauty through others though how we take care of our environment. The text sets in this unit will include THE Passage of Time and Author's Point of View. The students will work on their foundational skills of reading behaviors and the appropriate procedures for the classroom literacy block during this unit as well. Teachers can utilize the classroom management lessons in [The Reading Minilessons](#) book for reference in adding launching lessons if necessary.

Enduring Understandings

- Notice problems in the world and problem solve solutions for them
- Understand how passage of time affect our lives
- How an author feels about a topic by the words they choose
- Notice and appreciate the world around us

Essential Questions

- What at the problems in our current world?
- How does the passage of time affect our lives?
- How do you know how an author feels about a topic?

Summative Assessment and/or Summative Criteria

Respond to Reading (writing/illustrations); Link It Form C; Running Record; Cold Read Assessment; IRA Quizzes

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 5
- Reader's Notebook
- Book Talk
- Fluency
- Nonfiction Books
- Summarize
- Main Idea and Details
- Character Change
- Text Features

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

- *The Passage of Time*
- *Author's Point of View*

Shared Reading including (one per week):

- *Hummingbird's Nest*
- *A Meerkat Day*
- *Wolf Pack*

Optional Related Read Alouds (can be used in between FPC texts):

- *The One and Only Ivan* by Katherine Applegate
- *The BFG* by Roald Dahl
- *The Hundred Dresses* by Eleanor Estes
- *Mystery at the Club Sandwich* by Doug Cushman
- *The Seven Wonders of Sassafras Springs* by Betty G. Birney
- *1621: A New Look at Thanksgiving* by Catherine O'Neill Grace
- *Virgie Goes to School with Us Boys* by Elizabeth Fitzgerald Howard

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Respond to Reading (writing/illustrations); Link It Form C; Running Record; Cold Read Assessment; IRA Quizzes

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Interactive Read Alouds (IRA)				
IRA: - pair with one RML - pair with Shared Reading	SWBAT recognize the a story can have two different time period settings	<u>The Quilt Story</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text</i>	Observation/ Anecdotal notes Modified/ Differentiated Read to	ELA.RI.CR.3.1 ELA.RI.CT.3.8 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2

The Passage of Time	SWBAT infer how characters' feeling affect relationships SWBAT describe how the world has changed over time SWBAT describe the purpose of print features SWBAT describe how the author shows passage of time in the text SWBAT recognize how the author uses repetition and italics to notice the flashback in the story	Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>And Still the Turtle Watched</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Our Seasons</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>The Sunset of Miss Olivia Wiggins</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>	Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	ELA.SL.ES.3.3 ELA.SL.UM.3.5 ELA.SL.AS.3.6 SCI.3-LS3-1 SCI.3-LS4-1 SOC.6.1.5.GeoGI.2 SOC.6.1.5.GeoHE.2 SOC.6.1.5.GeoPP.1 SOC.6.1.5.GeoPP.2 SOC.6.1.5.GeoPP.5 SOC.6.1.5.History CA.1 SOC.6.1.5.History CC.1 SOC.6.1.5.History CC.2 3-ESS3-1.ESS3.B.1 3-LS4-1.LS4.A
IRA: - pair with one RML	SWBAT infer the author's purpose in writing the story	<u>Oil Spills!</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i>	Observation/ Anecdotal notes	

- pair with Shared Reading	SWBAT infer the author's message from the text	- <i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>	Modified/ Differentiated Read to Response	
Author's Point of View	SWBAT recognize bulleted lists in a text gives facts SWBAT describe concepts they learned about fossil fuels SWBAT relate the significant nonfiction content from the text to their everyday life SWBAT understand how to find information in the body of the text and sidebar text SWBAT understand that working together as a community can help solve the big problems in our planet SWBAT infer how nonfiction topics of the text are important SWBAT infer the author's purpose in writing the nonfiction text SWBAT describe new concepts they learned about endangered animals	<u>What's So Bad About Gasoline? Fossil Fuels and What They Do</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Energy Island: How One Community Harnessed the Wind and Changed their World</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Meadowlands: A Wetland Survival Story</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>	Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	

		<u>Almost Gone: The World's Rarest Animals</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i>		
Shared Reading Lessons (SR)				
Shared Reading (one text per week)	SWBAT read with appropriate phrasing, pausing, intonation, word stress, and rate SWBAT adjust their voice to reflect the mood of the text SWBAT use and understand new vocabulary words SWBAT describe the story using literary features SWBAT use deconstruct a word into syllables to help them decode SWBAT demonstrate information they found throughout the text	<u>Hummingbird's Nest</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole <u>A Meerkat Day</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns	Observation/ Anecdotal notes Modified/ Differentiated Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets	

		reading or reading the book as a whole <u>Wolf Pack</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole		
Reading Mini Lessons (one a day)				

<u>Maintaining Fluency</u> 6 minilessons	SWBAT demonstrate change in their voice when reading based on the punctuation at the end of the sentence SWBAT read the words when there is a change in the print SWBAT fluently read the words as if they are having a conversation SWBAT change their intonation to make the reading sound more interesting SWBAT read the dialogue as the character of the text	<u>Mini Lesson: WAR.U3.RML1</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk <u>Mini Lesson: WAR.U3.RML2</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk <u>Mini Lesson: WAR.U3.RML3</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk <u>Mini Lesson: WAR.U3.RML4</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk <u>Mini Lesson: WAR.U3.RML5</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk <u>Mini Lesson: WAR.U3.RML6</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	
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<u>Using Text Features to Gain Information</u> 4 minilessons	SWBAT recognize the heading is an organizational tool SWBAT find information using the test features SWBAT recognize authors include additional information will them understand the topic more SWBAT authors use times to show important events in sequential order	<u>Mini Lesson: LA.U16.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U16.RML2</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U16.RML3</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U16.RML4</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	
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<u>Noticing How Authors Choose to Organize Nonfiction</u> 4 minilessons	SWBAT	<u>Mini Lesson: LA.U13.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U13.RML2</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U13.RML3</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U13.RML4</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	
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Standards

ELA.RI.CR.3.1

Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

ELA.RI.CT.3.8 Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

ELA.SL.PE.3.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

ELA.SL.PE.3.1.B Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

ELA.SL.PE.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

ELA.SL.PE.3.1.D Explain their own ideas and understanding in light of the discussion.

ELA.SL.II.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

ELA.SL.UM.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.

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

SCI.3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

SCI.3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

SOC.6.1.5.GeoGI.2 Use historical maps to explain what led to the exploration of new water and land routes.

SOC.6.1.5.GeoHE.2 Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

SOC.6.1.5.GeoPP.1 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

SOC.6.1.5.GeoPP.2 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

SOC.6.1.5.GeoPP.5 Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

SOC.6.1.5.HistoryCA.1 Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

SOC.6.1.5.HistoryCC.1 Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

SOC.6.1.5.HistoryCC.2 Use a variety of sources to illustrate how the American identity has evolved over time.

3-ESS3-1.ESS3.B.1 A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

3-LS4-1.LS4.A.1 Some kinds of plants and animals that once lived on Earth are no longer found anywhere.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

Cross Curricular/ 21st Century Connections

Social Studies: use nonfiction books in guided reading; research different cultures around the world based off the IRAs

Science - Research animals and plants from IRA

Math - create graphs and charts based on popularity of IRA (take a poll after each unit)

21st Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 8: Exploring Fables, Folktales, Pourquoi Tales and Fractured Fairy Tales

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **4 weeks**
Status:

Summary of the Unit

Students will learn that there are different tales and the characteristics of each of the tales. They will be able to compare the differences and similarities with each tale story that they learn in this unit. They will learn and experience how our society develops a sense of moral behavior and be able to learn from the literary heritage by providing a look into other cultures to help them reflect on their own culture. They will begin to think about the characters' thoughts through facial expressions and gestures during the story.

Enduring Understandings

- Folktales show the things that different cultures have in common
- People write for many different purposes
- Understanding different cultures help us to understand the world around us
- You can learn valuable lessons from folktales

Essential Questions

- Why are fables important to people?
- Why are folktales important to people?
- Why are pourquoi tales important to people?
- What makes these stories familiar and fun to read?

Summative Assessment and/or Summative Criteria

Respond to Reading (writing/illustrations); Running Record; Cold Read Assessment; IRA Quizzes

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 5
- Reader's Notebook
- Book Talk
- Fluency
- Folktales

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

- *Fables*
- *Folktales*
- *Exploring Pourquoi Tales*
- *Fractured Fairy Tales*

Shared Reading including (one per week):

- *Saving Cranes*
- *Renaissance Man*
- *Using Her Voice*

Optional Related Read Alouds (can be used in between FPC texts):

- *Sam and the Lucky Money* by Karen Chinn
- *Boundless Grace* by Mary Hoffman
- *The Miraculous Journey of Edward Tulane* by Kate DiCamillo
- *What the Moon Saw* by Laura Resau
- *Show Way* by Jacqueline Woodson

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Respond to Reading (writing/illustrations); Link It Form A; Running Record; Cold Read Assessment; IRA Quizzes

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Interactive Read Alouds (IRA)				
IRA: - pair with one RML - pair with Shared Reading Fables	SWBAT describe the characteristics of fable texts	<u>Seven Blind Mice</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text</i>	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading	ELA.L.RF.3.3.A ELA.L.RF.3.3.B ELA.L.RF.3.4.A ELA.L.RF.3.4.C ELA.L.WF.3.3.B ELA.L.WF.3.3.C ELA.L.WF.3.3.H ELA.L.KL.3.1.B

	SWBAT make an inference of the lesson in the fable text SWBA recognize the writer's use of language SWBAT infer the moral and explain the lesson in the fable text SWBAT use text evidence and illustrations to infer the characters' traits in the text	Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>The Little Red Hen</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>The Grasshopper and the Ants</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>The Tortoise and the Hare</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>The Contest Between the Sun and the Wind: An Aesop's Fable</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i>	Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	ELA.L.KL.3.1.C ELA.L.VL.3.2.A ELA.L.VL.3.2.D ELA.L.VI.3.3.A ELA.L.VI.3.3.B ELA.L.VI.3.3.C ELA.RL.CR.3.1 ELA.RL.CI.3.2 ELA.RL.TS.3.4 ELA.RI.AA.3.7 ELA.RL.CT.3.8 ELA.RI.CT.3.8 ELA.W.WP.3.4.A ELA.W.WP.3.4.B ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.PI.3.4 ELA.SL.AS.3.6 SOC.6.1.4.A.CS10 SOC.6.1.4.B.CS7 SOC.6.1.4.D.2 SOC.6.1.4.D.CS3 SOC.6.1.5.History UP.3 SOC.6.1.5.History UP.4 SOC.6.1.5.History UP.5 SOC.6.1.5.History UP.6 SOC.6.1.5.History UP.7 SOC.6.3.5.CivicsP D.1 SOC.6.3.5.CivicsP D.2 SOC.6.3.5.CivicsP D.3 SOC.6.3.5.EconET .1
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		-Discuss the Text - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz		SOC.6.3.5.GeoGl.1 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.1
IRA: - pair with one RML - pair with Shared Reading Folktales	SWBAT make an inference of the lesson and author's message by using details of the text SWBAT explain the lesson using text evidence SWBAT describe the elements of trickery in folktale texts SWBAT recognize and explain how the story's outcome is common of traditional literature SWBAT recall the text in sequential order SWBAT infer a character's traits through their thoughts and behavior SWBAT to recognize and describe how the author creatively uses their words in the text	<u>Baby Rattlesnake</u> Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz <u>Conejito: A Folktale from Panama</u> Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz <u>Ming Lo Moves the Mountain</u> Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz <u>Babushka Baba Yaga</u> Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text	Observation/ Anecdotal notes Modified/ Differentiated Read to Response Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	

	SWBAT describe how the folktale represents a culture SWBAT make text to text connection	<i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>Martina the Beautiful Cockroach: A Cuban Folktale</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>The Boy of the Three-Year Nap</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i>		
IRA: - pair with one RML - pair with Shared Reading Pourquoi Tales	SWBAT describe the significant events in the text SWBAT describe and explain how misunderstandings in the text have consequences SWBAT explain and describe how the author uses literary language	<u>Why Mosquitos Buzz in People's Ears</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>Cat and Rat: The Legend of the Chinese Zodiac</u> Utilize the IRA folder to complete the following steps:	Observation/ Anecdotal notes Modified/ Differentiated Read to Response Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets	

	SWBAT infer and explain using evidence on the characters' traits through the dialogue and behavior in the text SWBAT recognize and explain how the author uses poetic language in the text SWBAT infer the moral of the text SWBAT describe how the pourquoi tale represents a culture in the text SWBAT make text-to-text connections between two pourquoi texts	<i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>The Legend of the Lady Slipper</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>Dragonfly's Tale</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i>	Optional: IRA Comprehension Quiz	
IRA: - pair with one RML - pair with Shared Reading Fractured Fairy Tales	SWBAT describe how the author creates humor in the text SWBAT explain the sequential events in the plot SWBAT use text evidence and illustrations to	<u>Earthquack!</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>The Frog Prince, Continued</u>	Observation/ Anecdotal notes Modified/ Differentiated Read to Response Guided Reading Conference + Focus Skills based on their IEP needs	

	describe the character's traits, intentions, feelings and motivation SWBAT infer the message of the text SWBAT explain and describe how the illustrator creates the different perspectives in the text SWBAT make text to text connections to the classic fairy tale SWBAT compare and contrast the text to the classic fairytale SWBAT predict using text evidence from the text	Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Kate and the Beanstalk</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Yours Truly, Goldilocks</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>With Love, Little Hen</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>	Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	
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Shared Reading Lessons (SR)				
Shared Reading (one text per week)	SWBAT read with appropriate phrasing, pausing, intonation, word stress, and rate SWBAT adjust their voice to reflect the mood of the text SWBAT explain how the text and illustrations connect to help them monitor while reading SWBAT use different strategies to solve words they struggle to recognize and read	<u>Saving Cranes</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole <u>Renaissance Man</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole <u>Using Her Voice</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when	Observation/ Anecdotal notes Modified/ Differentiated Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets	

		students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole		
Reading Mini Lessons (one a day)				

<u>Thinking About Author's Purpose</u> 3 minilessons	SWBAT demonstrate their understanding of the author's purpose SWBAT to describe the characteristics of the when the author's purpose is to entertain the reader SWBAT to describe the characteristics of the when the author wants to give information the reader through text SWBAT to describe the characteristics of the when the author's purpose is to persuade the reader	<u>Mini Lesson: LA.U8.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U8.RML2</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U8.RML3</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	
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<u>Summarizing</u> 4 minilessons	SWBAT explain the important events in sequential order	<u>Mini Lesson: SAS.U4.RML1</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Observation/ Anecdotal notes	
	SWBAT describe and explain the most important information in the text	<u>Mini Lesson: SAS.U4.RML2</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Modified/ Differentiated Read to Response and Shared Reading	
	SWBAT explain the important events of a biographical text in sequential order	<u>Mini Lesson: SAS.U4.RML3</u> ● Mini lesson ● Model/Practice ● Summarize and apply ● Turn and Talk	Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	

<u>Studying Fables</u> 3 minilessons	SWBAT describe and explain the characteristics of fables SWBAT write in their own words what fable means SWBAT notice that the same type of characters will repeat in fables SWBAT describe and recognize the moral of the fable especially at the end of the text SWBAT recognize and describe the characters use cleverness and trickery in fables to solve the problem	<u>Mini Lesson: LA.U18.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U18.RML2</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U18.RML3</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U18.RML4</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U18.RML5</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	
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<u>Studying Folktales</u> 8 minilessons	SWBAT describe and explain the characteristics of folktales SWBAT recognize and explain how different folktales are similar SWBAT to describe the definition of a folktale SWBAT explain how folktales have been retold and found in different cultures SWBAT recognize the different types of folktales SWBAT describe how characters in folktales can be either the protagonist or antagonist SWBAT recognize and describe the characters use cleverness and trickery in folktales to solve the problem	<u>Mini Lesson: LA.U19.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U19.RML2</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U19.RML3</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U19.RML4</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U19.RML5</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U19.RML6</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U19.RML7</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U19.RML8</u> • Mini lesson	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	
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	SWBAT describe how folktales have recurring themes and patterns	• Model/Practice • Summarize and apply • Turn and Talk		
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<u>Studying Fantasy</u> 4 minilessons	SWBAT describe the characteristics of fantasy text SWBAT explain how fantasy text have events that are not realistic SWBAT explain that the setting in fantasy text are often in places that do not exist but is important to the plot of the text SWBAT demonstrate understanding that the common motif in fantasy text is that objects can be magical SWBAT compare and contrast realistic characters to fantasy characters	<u>Mini Lesson: LA.U20.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U20.RML2</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U20.RML3</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U20.RML4</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	
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Standards

ELA.L.RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.

ELA.L.RF.3.3.B Decode words with common Latin suffixes.

ELA.L.RF.3.4.A Read grade-level text with purpose and understanding.

ELA.L.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELA.L.WF.3.3.B Capitalize appropriate words in titles.

ELA.L.WF.3.3.C Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.

ELA.L.WF.3.3.H Paraphrase a main idea or event in order to vary sentence structure and word use.

ELA.L.KL.3.1.B Choose words and phrases for effect.

ELA.L.KL.3.1.C Recognize and observe differences between the conventions of spoken and written English.

ELA.L.VL.3.2.A Use sentence-level context as a clue to the meaning of a word or phrase.

ELA.L.VL.3.2.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

ELA.L.VI.3.3.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

ELA.L.VI.3.3.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

ELA.L.VI.3.3.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

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

ELA.RL.CI.3.2 Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

ELA.RL.TS.3.4 Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ELA.RI.AA.3.7 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.

ELA.RL.CT.3.8 Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

ELA.RI.CT.3.8 Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

ELA.W.WP.3.4.A Identify audience, purpose, and intended length of composition before writing.

ELA.W.WP.3.4.B Consider writing as a process, including self-evaluation, revision and editing.

ELA.SL.PE.3.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

ELA.SL.PE.3.1.B Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

ELA.SL.PE.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

ELA.SL.PE.3.1.D Explain their own ideas and understanding in light of the discussion.

ELA.SL.II.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

ELA.SL.PI.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.

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

SOC.6.1.4.A.CS10 In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.

SOC.6.1.4.B.CS7 Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

SOC.6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

SOC.6.1.4.D.CS3 Personal, family, and community history is a source of information for individuals about the people and places around them.

SOC.6.1.5.HistoryUP.3 Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.

SOC.6.1.5.HistoryUP.4 Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

SOC.6.1.5.HistoryUP.5 Compare and contrast historians' interpretations of important historical ideas, resources and events.

SOC.6.1.5.HistoryUP.6 Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

SOC.6.1.5.HistoryUP.7 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

SOC.6.3.5.CivicsPD.1 Develop an action plan that addresses issues related to climate change and share with school and/or community members.

SOC.6.3.5.CivicsPD.2 Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

SOC.6.3.5.CivicsPD.3 Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

SOC.6.3.5.EconET.1 Investigate an economic issue that impacts children and propose a solution.

SOC.6.3.5.GeoGI.1 Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

3-ESS2-2.8.1 Obtain and combine information from books and other reliable media to explain phenomena.

3-ESS3-1.ESS3.B.1 A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.

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- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
 - Repeat and clarify any directions given.
 - Allow for preferential seating within groups and the whole class.
 - Modify amount of vocabulary words used
 - Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

storiesgrowby.org/readers-theater-play-scripts.

Cross Curricular/ 21st Century Connections

Social Studies: use nonfiction books in guided reading; research different cultures around the world based off the IRAs

Science - Research animals and plants from IRA

Math - create graphs and charts based on popularity of IRA (take a poll after each unit)

21st Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 9: Exploring Poetic Language and the World through Photo Essays

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **4 weeks**
Status:

Summary of the Unit

Students will explore more styles of literature through poetry and photo essays. With poetry, students will be able to learn about voice, pitch, volume and inflection while reading. They will learn the different speech patterns through cues on the words in the page. Students will develop a broader view of the world around them through photo essays and become better readers through experiences.

Enduring Understandings

- Poetry can be fun and does not have to rhyme
- Poetry can have predictive patterns
- Poetry can form into shapes that go with the theme of the poem
- Photo essays include clear photos to teach about the text

Essential Questions

- What is the writer's reason for writing?
- What is the writer's reason for writing?
- How does an author make decisions to interest readers?
- How does an illustrator use art to interest readers?

Summative Assessment and/or Summative Criteria

Respond to Reading (writing/illustrations); Running Record; Cold Read Assessment; IRA Quizzes

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 5
- Reader's Notebook
- Non-fiction
- Text features
- Poetry
- Author's Message

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

- *Poetry*
- *Exploring the World: Photo Essay*

Shared Reading including (one per week):

- *Made for Mars*
- *From Flower to Honey*
- *From Beans to Chocolate*

Optional Related Read Alouds (can be used in between FPC texts):

- *Sam and the Lucky Money* by Karen Chinn
- *Boundless Grace* by Mary Hoffman
- *The Miraculous Journey of Edward Tulane* by Kate DiCamillo
- *What the Moon Saw* by Laura Resau
- *Show Way* by Jacqueline Woodson

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Respond to Reading (writing/illustrations); Link It Form A; Running Record; Cold Read Assessment; IRA Quizzes

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Interactive Read Alouds (IRA)				
IRA: - pair with one RML - pair with Shared Reading Poetry	SWBAT recognize the rhythm, playful language and onomatopoeia that the poet uses	<i>*Option: You can split each book into several days of lessons. You can spend more time on the poetry or do one lesson a day and continue to the next one*</i> <u>Splish Splash</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i>	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading	ELA.L.RF.3.3.A ELA.L.RF.3.4 ELA.L.RF.3.4.C ELA.L.WF.3.2.B ELA.L.WF.3.2.E ELA.L.WF.3.2.G ELA.L.WF.3.3.A ELA.L.WF.3.3.B ELA.L.KL.3.1.B ELA.RI.CR.3.1 ELA.RI.CI.3.2

	SWBAT recognize the characteristics of concrete poems SWBAT infer the poet's message through the poem	<i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>Flicker Flash</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>Button Up!</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>Old Elm Speaks: Tree Poems</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i> <u>Confetti: Poems for Children</u> Utilize the IRA folder to complete the following steps:	Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	SOC.6.1.5.GeoPP.4 ELA.RL.IT.3.3 ELA.RI.IT.3.3 ELA.RL.TS.3.4 ELA.RI.TS.3.4 ELA.RL.PP.3.5 ELA.RI.PP.3.5 ELA.RI.AA.3.7 ELA.RL.CT.3.8 ELA.W.AW.3.1.A ELA.W.IW.3.2.A ELA.W.IW.3.2.C ELA.W.IW.3.2.D ELA.W.IW.3.2.E ELA.W.RW.3.7 ELA.SL.PE.3.1 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.AS.3.6 SOC.6.1.5.History CC.11 SOC.6.1.5.History UP.1 SOC.6.1.5.History UP.2 SOC.6.1.5.History UP.7 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.1
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		-Introduce the Text -Read the Text -Discuss the Text - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz		
IRA: - pair with one RML - pair with Shared Reading Exploring the World: Photo Essays	SWBAT explain how photographs help the readers' understand the author's message SWBAT explain how the text is organized in a question/answer format SWBAT make text-to-text connections with the people in the book SWBAT infer the author's message through text SWBAT explain how the graphics and text to communicate the ideas the author wanted to portray SWBAT infer the author's message about community	<u>Meet the Dogs of Bedlam Farm</u> Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz <u>Mongolia: Vanishing Cultures</u> Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz <u>Down Under: Vanishing Cultures</u> Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz <u>It's Our Garden: From Seeds to Harvest</u>	Observation/ Anecdotal notes Modified/ Differentiated Read to Response Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	

		Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>- Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading <i>- IRA Comprehension Quiz</i>		
Shared Reading Lessons (SR)				
Shared Reading (one text per week)	SWBAT read with appropriate phrasing, pausing, intonation, word stress, and rate SWBAT adjust their voice to reflect the mood of the text SWBAT explain how the text and illustrations connect to help them monitor while reading SWBAT use different strategies to solve words they struggle to recognize and read	<u>Made for Mars</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole <u>From Flower to Honey</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns	Observation/ Anecdotal notes Modified/ Differentiated Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets	

		reading or reading the book as a whole <u>From Beans to Chocolate</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole		
Reading Mini Lessons (one a day)				

<u>Study Poetry</u> 7 minilessons	SWBAT recognize and explain how poems are similar SWBAT demonstrate how poetry are true SWBAT explain how poetry can either be fiction or nonfiction SWBAT explain how poets use line breaks in their poems SWBAT explain the different kinds of poetry SWBAT explain how poems can be written in a particular shape	<u>Mini Lesson: LA.U6.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U6.RML2</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U6.RML3</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U6.RML4</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U6.RML5</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U6.RML6</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U6.RML7</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	
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<u>Thinking about Author's Message</u> 4 minilessons	SWBAT explain the message in a fiction text SWBAT explain the message in a nonfiction text SWBAT recognize there is a larger message across fiction and nonfiction texts SWBAT explain how illustrations and graphics help communicate the writer's message	<u>Mini Lesson: LA.U7.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U7.RML2</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U7.RML3</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U7.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	
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Standards

ELA.L.RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.

ELA.L.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

ELA.L.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELA.L.WF.3.2.B Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.

ELA.L.WF.3.2.E Change y to i (cried) in words with suffixes, when required.

ELA.L.WF.3.2.G Spell common words in English, including regular and irregular forms.

ELA.L.WF.3.3.A Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

ELA.L.WF.3.3.B Capitalize appropriate words in titles.

ELA.L.KL.3.1.B Choose words and phrases for effect.

ELA.RI.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

ELA.RI.CI.3.2 Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

SOC.6.1.5.GeoPP.4 Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

ELA.RL.IT.3.3 Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

ELA.RI.IT.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.

ELA.RL.TS.3.4 Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ELA.RI.TS.3.4 Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

ELA.RL.PP.3.5 Distinguish their own point of view from that of the narrator or those of the characters.

ELA.RI.PP.3.5 Distinguish their own point of view from that of the author of a text.

ELA.RI.AA.3.7 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.

ELA.RL.CT.3.8 Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

ELA.W.AW.3.1.A Introduce an opinion clearly.

ELA.W.IW.3.2.A Introduce a topic clearly.

ELA.W.IW.3.2.C Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

ELA.W.IW.3.2.D Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).

ELA.W.IW.3.2.E Provide a conclusion related to the information or explanation presented.

ELA.W.RW.3.7 Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

ELA.SL.PE.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

ELA.SL.PE.3.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

ELA.SL.PE.3.1.B Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

ELA.SL.PE.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

ELA.SL.PE.3.1.D Explain their own ideas and understanding in light of the discussion.

ELA.SL.II.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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

SOC.6.1.5.HistoryCC.11 Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

SOC.6.1.5.HistoryUP.1 Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

SOC.6.1.5.HistoryUP.2 Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

SOC.6.1.5.HistoryUP.7 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

3-ESS2-2.8.1 Obtain and combine information from books and other reliable media to explain phenomena.

3-ESS3-1.ESS3.B.1 A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

storiesgrowby.org/readers-theater-play-scripts.

Cross Curricular/ 21st Century Connections

Social Studies: use nonfiction books in guided reading; research different cultures around the world based off the IRAs

Science - Research animals and plants from IRA

Math - create graphs and charts based on popularity of IRA (take a poll after each unit)

21st Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 10: Exploring Characters and Illustrations in Stories

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **3 weeks**
Status:

Summary of the Unit

Students will learn about hybrid texts, a single text that creatively weaves together narrative and informational text. They will be introduced to hybrid texts using different design elements like marginalia, text boxes, and miniature embedded illustrations.

Enduring Understandings

- Books can include areas of non-fiction and fiction
- Author's use illustrations to help reader's understand their reading
- Illustrations can use a variety of tools: makers, crayons, computers, water colors
- Author's can create a message by stating important facts

Essential Questions

- How does an author make decisions to interest readers?
- How does an illustrator use art to interest readers?
- What tools did the illustrator use in their illustrations?

Summative Assessment and/or Summative Criteria

Respond to Reading (writing/illustrations); Running Record; Cold Read Assessment; IRA Quizzes

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 5
- Reader's Notebook
- Non-fiction
- Text features
- Poetry
- Author's Message

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

- *Hybrid Text: Fiction and Nonfiction*
- *Jerry Pinkney*

Shared Reading including (one per week):

- *From Buds to Bananas*
- *The Elephants and the Mice*
- *Momotaro*

Optional Related Read Alouds (can be used in between FPC texts):

- *Sam and the Lucky Money* by Karen Chinn
- *Boundless Grace* by Mary Hoffman
- *The Miraculous Journey of Edward Tulane* by Kate DiCamillo
- *What the Moon Saw* by Laura Resau
- *Show Way* by Jacqueline Woodson

Chart paper & drawing materials

Readers Notebook

My Reading Academy

Unit Plan

Respond to Reading (writing/illustrations); Link It Form A; Running Record; Cold Read Assessment; IRA Quizzes

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Interactive Read Alouds (IRA)				
IRA: - pair with one RML - pair with Shared Reading Hybrid: Fiction and Nonfiction	SWBAT explain the different types of texts and their characteristics SWBAT share new concepts about honey bees SWBAT recognize which sections in a	<i>*Option: You can split each book into several days of lessons. You can spend more time on the poetry or do one lesson a day and continue to the next one*</i> <u>Flight of the Honey Bee</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text</i>	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs	ELA.L.RF.3.3 ELA.L.RF.3.3.B ELA.L.RF.3.3.C ELA.L.RF.3.3.D ELA.L.RF.3.3.E ELA.L.RF.3.4.A ELA.L.RF.3.4.B ELA.L.RF.3.4.C SOC.6.1.5.CivicsD P.2 ELA.L.VL.3.2.D ELA.RL.CR.3.1 ELA.RI.CR.3.1 ELA.RL.CI.3.2

	hybrid text is fiction and which is nonfiction SWBAT explain when a writer is telling information in sequential order SWBAT explain how a writer uses humor in the text SWBAT describe the use of information in graphics SWVAT explain how a writer chooses their words SWBAT compare and contrast sea horses from other fishes SWBAT recognize and explain how a writer uses some poetic language in the text	Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Caterpillar, Caterpillar</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Yucky Worms</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Python</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> - <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i> <u>Sea Horse: The Shyest Fish in the Sea</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i>	Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	ELA.RI.CI.3.2 ELA.RL.IT.3.3 SOC.6.1.5.GeoPP.5 ELA.RI.PP.3.5 ELA.RI.AA.3.7 ELA.RL.CT.3.8 ELA.RI.CT.3.8 ELA.SL.PE.3.1.A ELA.SL.PE.3.1.B ELA.SL.PE.3.1.C ELA.SL.PE.3.1.D ELA.SL.II.3.2 ELA.SL.ES.3.3 ELA.SL.AS.3.6 SOC.6.1.5. SOC.6.1.5.History CC.11 SOC.6.1.5.History UP.2 SOC.6.1.5.History UP.7 3-ESS2-2.8.1 3-ESS3-1.ESS3.B.1
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		-Discuss the Text - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz		
IRA: - pair with one RML - pair with Shared Reading Jerry Pinkney	SWBAT recognize and explain the story-within-a-story text structure SWbAT recognize the speakers of unassigned dialogue in the text SWBAT explain how Jerry Pinkney's illustrations help communicate the author's message in the book SWBAT explain and describe the style of Jerry Pinkney's illustrations SWBAT explain the poetic and descriptive language in a text SWBAT infer what the characters are thinking through facial gestures and expressions SWBAT infer the importance of the	<u>Home Place</u> Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz <u>Back Home</u> Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz <u>A Starlit Snowfall</u> Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text - Respond to the Text Shared/Interactive Writing or Independent Response to Reading - IRA Comprehension Quiz <u>Puss in Boots</u> Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text	Observation/ Anecdotal notes Modified/ Differentiated Read to Response Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets Optional: IRA Comprehension Quiz	

	setting of the plot of the story	- <i>Respond to the Text</i> Shared/Interactive Writing or Independent Response to Reading - <i>IRA Comprehension Quiz</i>		
Shared Reading Lessons (SR)				
Shared Reading (one text per week)	SWBAT read with appropriate phrasing, pausing, intonation, word stress, and rate SWBAT adjust their voice to reflect the mood of the text SWBAT explain how the text and illustrations connect to help them monitor while reading SWBAT use different strategies to solve words they struggle to recognize and read	<u>From Buds to Bananas</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole <u>The Elephants and the Mice</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole	Observation/ Anecdotal notes Modified/ Differentiated Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers Exit Tickets	

		<u>Momotaro</u> Utilize the SR folder to complete the following steps: <i>Day 1:</i> Teacher reads the story to the students for the first time. Second reading will be when students join to read all or part of the story chorally. <i>Day 2:</i> Reread story or parts of the story and complete related activity based on F&P Guide. Additional options to include: -Partners read the text together, alternating pages or journal entries in the text -Students read the small book version of the text, taking turns reading or reading the book as a whole		
Reading Mini Lessons (one a day)				

<u>Noticing How Authors Choose to Organize Nonfiction</u> 8 minilessons	SWBAT explain when an author uses a narrative text structure and tells information in chronological order SWBAT explain how the writer is telling us something that repeats in the text SWBAT explain how authors group together information that relate to each other in a nonfiction text SWBAT explain when an author uses a question and answer structure	<u>Mini Lesson: LA.U10.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U10.RML2</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U10.RML3</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U10.RML4</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U10.RML5</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U10.RML6</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U10.RML7</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U10.RML8</u> • Mini lesson	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	
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		• Model/Practice • Summarize and apply • Turn and Talk		
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<u>Hybrid Text</u>	SWBAT explain the characteristics of hybrid texts	<u>Mini Lesson: LA.U5.RML3</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	
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<u>Studying Illustrations in Fiction Books</u> 6 lessons	SWBAT explain how illustrations in books can give new information to the readers SWBAT explain the details in the illustrations SWBAT describe how illustrators show motion and sound in the pictures to give additional information SWBAT explain how the illustrator uses colors to create and change the feelings in a text SWBAT describe how illustrators show time passing through the images SWBAT describe how illustrators make images seem close or faraway	<u>Mini Lesson: LA.U26.RML1</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U26.RML2</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U26.RML3</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U26.RML4</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U26.RML5</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk <u>Mini Lesson: LA.U26.RML6</u> • Mini lesson • Model/Practice • Summarize and apply • Turn and Talk	Observation/ Anecdotal notes Modified/ Differentiated Read to Response and Shared Reading Guided Reading Conference + Focus Skills based on their IEP needs Differentiated Graphic Organizers	
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Standards

ELA.L.RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.

ELA.L.RF.3.3.B Decode multisyllable words.

ELA.L.RF.3.3.C Decode words with common Latin suffixes.

ELA.L.RF.3.3.D Read grade-appropriate irregularly spelled words.

ELA.L.RF.3.3.E Analyze the parts of high-frequency words that are regular and the parts that are irregular.

ELA.L.RF.3.4.A Read grade-level text with purpose and understanding.

ELA.L.RF.3.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.

ELA.L.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SOC.6.1.5.CivicsDP.2 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

ELA.L.VL.3.2.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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

ELA.RI.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

ELA.RL.CI.3.2 Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

ELA.RI.CI.3.2 Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

ELA.RL.IT.3.3 Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

SOC.6.1.5.GeoPP.5 Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

ELA.RI.PP.3.5 Distinguish their own point of view from that of the author of a text.

ELA.RI.AA.3.7 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.

ELA.RL.CT.3.8 Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

ELA.RI.CT.3.8 Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

ELA.SL.PE.3.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

ELA.SL.PE.3.1.B Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

ELA.SL.PE.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

ELA.SL.PE.3.1.D Explain their own ideas and understanding in light of the discussion.

ELA.SL.II.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

ELA.SL.AS.3.6 Speak in complete sentences when appropriate to task and situation in order to provide

SOC.6.1.5.HistoryCC.4 requested detail or clarification. Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

SOC.6.1.5.HistoryCC.11 Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

SOC.6.1.5.HistoryUP.2 Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

SOC.6.1.5.HistoryUP.7 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

3-ESS2-2.8.1 Obtain and combine information from books and other reliable media to explain phenomena.

3-ESS3-1.ESS3.B.1 A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

storiesgrowby.org/readers-theater-play-scripts.

Cross Curricular/ 21st Century Connections

Social Studies: use nonfiction books in guided reading; research different cultures around the world based off the IRAs

Science - Research animals and plants from IRA

Math - create graphs and charts based on popularity of IRA (take a poll after each unit)

21st Century Connections:

- 9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.
- 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.
- 9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

