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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:**Unit 2 Realistic Fiction | | | | |
| **Grade Level:**3 | | | | |
| **Duration:**Trimester 1 | | | | |
| **Description:**  In this unit, students will begin a genre study on realistic fiction. Students will read and talk about stories in which the events did not actually happen, but the characters deal with problems and experiences that could happen. Students will continue to use reading logs, take notes, conference with the teacher about their stories, talk about reading, and think critically about all aspects of a story. The students will set independent reading goals and strive to meet them. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Reading Skills:**   * Inference * Retell * Character: traits, motivations, and feelings. * Setting * Plot * Theme * Problem / solution * Compare and contrast * Using text evidence * Summarizing objectively and succinctly * Theme * Interpreting words and phrases, including determining the meaning of words through context clues * Organizing written ideas, words, and concepts   **Understandings:**   * What a character says and how a character acts guides the reader’s inferences and judgments. * A good reader can use what they have read and develop predictions and inferences. * Readers can find and understand the plot of their reading. * Readers can understand the theme of their stories. * A good reader can show understanding through a retell and identifying the characters by name, and specific details from the story. * Readers use evidence from the story to show understanding. * To effectively participate in a wide range of conversations, a student must build on others’ ideas and learn to express their own clearly and persuasively by supporting arguments with textual evidence and personal experiences. | | | | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards & Practices*   * R.F. 3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  * [RF.3.3.A](http://www.corestandards.org/ELA-Literacy/RF/3/3/a/) Identify and know the meaning of the most common prefixes and derivational suffixes.  * [RF.3.3.B](http://www.corestandards.org/ELA-Literacy/RF/3/3/b/) Decode words with common Latin suffixes.  * [RF.3.3.C](http://www.corestandards.org/ELA-Literacy/RF/3/3/c/) Decode multisyllable words.  * [RF.3.3.D](http://www.corestandards.org/ELA-Literacy/RF/3/3/d/) Read grade-appropriate irregularly spelled words. * RF. 3.4 Read with sufficient accuracy and fluency to support comprehension.  * [RF.3.4.A](http://www.corestandards.org/ELA-Literacy/RF/3/4/a/) Read grade-level text with purpose and understanding.  * [RF.3.4.B](http://www.corestandards.org/ELA-Literacy/RF/3/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  * [RF.3.4.C](http://www.corestandards.org/ELA-Literacy/RF/3/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. * [RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. * [RL.3.2](http://www.corestandards.org/ELA-Literacy/RL/3/2/) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  * [RL.3.3](http://www.corestandards.org/ELA-Literacy/RL/3/3/) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events  * [RL.3.4](http://www.corestandards.org/ELA-Literacy/RL/3/4/) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  * [RL.3.5](http://www.corestandards.org/ELA-Literacy/RL/3/5/) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  * [RL.3.6](http://www.corestandards.org/ELA-Literacy/RL/3/6/) Distinguish their own point of view from that of the narrator or those of the characters.  * [RL.3.7](http://www.corestandards.org/ELA-Literacy/RL/3/7/) 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)  * [RL.3.9](http://www.corestandards.org/ELA-Literacy/RL/3/9/) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)  * [RL.3.10](http://www.corestandards.org/ELA-Literacy/RL/3/10/) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. * RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. * S.L 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. * [SL.3.1.A](http://www.corestandards.org/ELA-Literacy/SL/3/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. * [SL.3.1.B](http://www.corestandards.org/ELA-Literacy/SL/3/1/b/) Follow agreed-upon rules 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). * [SL.3.1.C](http://www.corestandards.org/ELA-Literacy/SL/3/1/c/) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. * [SL.3.1.D](http://www.corestandards.org/ELA-Literacy/SL/3/1/d/) Explain their own ideas and understanding in light of the discussion. * [SL.3.2](http://www.corestandards.org/ELA-Literacy/SL/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. * [SL.3.3](http://www.corestandards.org/ELA-Literacy/SL/3/3/) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. * [SL.3.6](http://www.corestandards.org/ELA-Literacy/SL/3/6/) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. * [W.3.3](http://www.corestandards.org/ELA-Literacy/W/3/3/) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  * [W.3.3.A](http://www.corestandards.org/ELA-Literacy/W/3/3/a/) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  * [W.3.3.B](http://www.corestandards.org/ELA-Literacy/W/3/3/b/) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  * [W.3.3.C](http://www.corestandards.org/ELA-Literacy/W/3/3/c/) Use temporal words and phrases to signal event order.  * [W.3.3.D](http://www.corestandards.org/ELA-Literacy/W/3/3/d/) Provide a sense of closure. | | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies*  *World Language:*   * 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. * 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.   *Social Studies:*   * 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. * 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society * 6.1.5.HistoryUP.6:Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. (Holocaust) * 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). (Diversity)   *Career Readiness Practices:*   * Act as a responsible and contributing community members and employee * Consider the environmental, social and economic impacts of decisions * Demonstrate creativity and innovation * Utilize critical thinking to make sense of problems and persevere in solving them * Plan education and career paths aligned to personal goals * Use technology to enhance productivity increase collaboration and communicate effectively * Work productively in teams while using cultural/global competence   **Social Emotional Learning**   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness * Self-Management   **Computer Science: Computing Systems**     • 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.    **Life Literacies and Key Skills: Technology Literacy**   * 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.   **Life Literacies and Key Skills: Critical Thinking and Problem Solving**   * 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global | | |
| **Essential Questions** | | | | |
| * How does a good reader analyze character(s)? * How do good readers show their comprehension through retelling? * How can you use your reading to make predictions and inferences? * How can you find plot in your reading? * How can you find the theme in your reading? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Recognize different types and structures of fiction * Identify and use the common story elements and key details of a story to guide understanding * Retell stories using story structure elements and key details * Focus on character(s) behavior in order to describe him or her * Pay attention to what characters say and use it to for opinions * Pay attention to characters' actions * Pay attention to what and / or how a character thinks * Name character traits to describe character actions * Pay attention to how a character is affected by other characters in a story * Gather evidence from text to support thoughts * Develop ideas and theories about characters * Elaborate about and describe importance of characters' actions, thoughts, and traits | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Readers retell their story to monitor for sense as they read with the beginning, middle, and end.**   **-** Model how to stop and retell the beginning, middle, and end (using post its to mark each spot).   * **Readers retell at the end of each chapter to monitor for sense.**         - Demonstrate how readers stop at the end of each chapter to say back / jot what happened.   * **Readers retell with characters' names**.         - Model how a good retelling uses the characters' names, not just pronouns.   * **Readers retell with story elements.**         - Model how readers retell with the character, setting, and plot.   * **Readers summarize to monitor for sense.**   - Model how readers summarize by (who, wanted, but, so, then).   * **Readers understand how to talk about books with partners.**   **-**Demonstrate a turn and talk with a partner (make eye contact, sit knee to knee, take turns talking, and active listening).   * **Readers identify characters.**          - Identify the characters in the story, main character vs. secondary characters.     * **Readers pay attention to what the characters do and say to learn more about the characters.**   **-**Model how readers ask themselves, "Why did the character do or say this?"   * **Readers infer character traits by thinking about the character's motivations and feelings.**        - Model how readers look for pattern to infer character traits.   * **Readers think about characters by paying attention to the problem and solution.**   **-**Demonstrate how readers think about the problems that the characters are faced with and how the characters solve their problems.   * **Readers compare and contrast characters across books.**   **-**Identify the similarities and differences between the main characters in the way they act and what they say.       - Recognize the similarities and differences in the problems and solutions the character faces.   * **Readers identify the setting of the story.**         - Understand how the setting affects the story.   * **Readers identify the theme.**   **-**Demonstrate how readers think about the ending to figure out the message or theme of the story.  **Strategies for Differentiated Instruction:**  **English Language Learner (ELL)**   * Provide students with any necessary print strategies and sight words. * Point out the faces characters make during a story and how their mouth and eyes can tell how they are feeling. * Practice these skills in a text appropriate for their ability.   **Special Education:**   * Provide students with any necessary print strategies and sight words through IRLA assessments. * Practice interpreting a character’s facial expressions in a just-right book. * Practice learned skills in a text appropriate for their ability.   **At-risk:**   * Provide students with any necessary print strategies and sight words. * Continue small group work with students to practice fluency and reinforce comprehension skills. * Practice basic beginning, middle, and end retells.   **G & T:**   * Provide students who are above level with the appropriate books and activities that can challenge their thinking. * Reinforce inferencing, the use of dialogue, and visualizing in above-grade-level texts. * Ensure retell is practiced throughout their independent reading books. | | | | |
| **Materials** | | | | |
| **Materials:**   * Leveled library * Book Bags / boxes * Chart paper * Markers * Anchor chart post- its * Flexible seating options * Smart Board activities * Raz Kids / Storia * CD Player for audio books * Audio books * Smart board activities * Book clubs * Newsela * Readworks     Mentor Texts:   * Anansi Does The Impossible: An Ashanti Tale retold by Verna Aardema * Anansi The Spider: A Tale from Ashanti by Gerald Mc Dermott * The Mary Celeste: An Unsolved Mystery from History by Jane Yolen and Heidi Elisabeth Yolen Stemple * Mirette on the High Wire by Emily Arnold McCully * Zen Shorts by Jon J Muth * Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst * A Chair For My Mother by Vera B Williams * The Lorax by Dr. Seuss (Climate change) * I Survived the Nazi Invasion, 1944 by Lauren Tarshis (Holocaust) * The Name Jar by Yangsook Choi (Diversity) | | | | |
| **Assessments** | | | | |
| **Formative**   * Skills checklists * Rubrics * Teacher observations * Teacher created tests * News ELA comprehension assessments * Read Works comprehension assessments * Teacher created tests * IXL reading assessments   **Summative**   * Teacher’s College Independent Reading Level Assessment (IRLA) as needed * Fluency assessment * Lucy Calkins Fiction, Nonfiction, Historical Fiction, and Research Assessments * District created inter-disciplinary assessments | | | | |
| **Modifications** | | | | |
| **English Language Learners**   * + Charts with pictures   + Scaffolding   + Word walls   + Sentence frames   + Bilingual translation   + Think aloud   + Read aloud   + Highlight key vocabulary   + Turn-and-talk   + Anchor charts   + Graphic organizers   + Modeling   + Audio books   + Working with partners   + Small group work (strategy lessons based upon skill/need, guided reading groups)   + Pre-teach vocabulary   + Retell parts of your favorite story by pictures, written responses, or both   + Provide students with pictures from the story and have them put the pictures in the correct order   + Raz Kids / Storia | **Special Education**   * Word walls * Anchor charts with pictures * Graphic organizers * Leveled readers * Extended time * Highlighter * Answer eliminator * Small group work (strategy lessons based upon skill/need, guided reading groups) * Working with partners * Audio books * Modeling * Flexible/preferential seating * Retell parts of your favorite story by pictures, written responses, or both * Provide students with pictures from the story and have them put the pictures in the correct order * Raz Kids / Storia * Partner reading * Notes/summaries | | **At Risk**   * Teachers tutoring * Peer tutoring * Anchor charts / graphic organizer * Extended time * Parent communication * Modified assignments * Counseling * Preferential seating * Working with partners * Modeling * Word walls * Leveled readers * Small group work (strategy lessons based upon skill/need, guided reading groups) * Retell parts of your favorite story by pictures, written responses, or both * Provide students with pictures from the story and have them put the pictures in the correct sequence | **Gifted & Talented**   * Challenge assignments * Enrichment activities * Tiered activities * Independent research / inquiry * Collaborative team work * Higher level questioning * Critical / analytical thinking tasks * Self-directed activities * Leveled readers * Above grade level texts * Extended reading time |
| **504 Modifications** | | | | |
| * Environmental Strategies:   + Provide a structured learning environment.   + Make separate “space” for different types of tasks   + Possible adapting of non-academic times such as lunch, recess, and physical education   + Change student seating   + Utilize a study carrel   + Alter location or personal or classroom supplies for easier access or to minimize distraction   + Provide sensory breaks   + Provide a written or picture schedule   + Allow extra time in between classes   + Avoid allergy-causing substances   + Adapt physical education curriculum   + Provide book caddie   + Implement movement to avoid stiffness   + Provide seating accommodations * Organizational Strategies:   + Model and reinforce organizational systems   + Write out homework assignments, check student’s recording of assignments   + Tailor homework assignments toward student strengths   + Set time expectations for assignments   + Provide clues such as clock face indicating beginning and ending times   + Teach study/organizational skills   + Schedule before or after school tutoring/homework assistance   + Behavioral Strategies:   + Use behavioral management techniques consistently within a classroom and across classes   + Implement behavioral/academic contracts   + Utilize positive verbal and/or nonverbal reinforcements   + Utilize logical consequences   + Confer with the student’s parents and student as appropriate   + Establish a home/school communication system for behavior monitoring   + Post rules, procedures, and consequences for classroom behavior   + Put student on a daily/weekly progress report/contract   + Reinforce self-monitoring and self-recording of behaviors   “Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf | | | | |