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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit4Mystery |
| **Grade Level:** 3 |
| **Duration:**Trimester 2  |
| **Description:**In this unit, readers will learn how to read mysteries suspiciously by keeping track of clues, wondering about suspects, and discussing their thinking with partners. Students will focus on supporting their comprehension with retelling, envisioning, and predicting. Readers will think about mysteries as a whole and how they compare to other genres. At the end of the unit, readers will identify that they solve mysteries in other fiction text when they look for the problem, what will happen next, and figuring out what the character is like.  |
| **Enduring Understandings** |
| **Concepts / Reading Skills:*** Summarize
* Retell
* Inference
* Prediction
* Envisioning
* Character traits
* Mystery text structure

**Understandings:** * Readers identify the mystery and the crime solver.
* Readers read suspiciously to solve the mystery.
* Readers infer and find clues.
* Readers work collaboratively to solve the mystery.
* Readers retell to monitor for understanding.
* Readers understand how mysteries are written.
* Readers apply mystery reading skills to fiction text.
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| **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.

* [W.3.1](http://www.corestandards.org/ELA-Literacy/W/3/1/) Write opinion pieces on topics or texts, supporting a point of view with reasons.
* [W.3.1.A](http://www.corestandards.org/ELA-Literacy/W/3/1/a/) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

* [W.3.1.B](http://www.corestandards.org/ELA-Literacy/W/3/1/b/) Provide reasons that support the opinion.

* [W.3.1.C](http://www.corestandards.org/ELA-Literacy/W/3/1/c/) Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for* *example*) to connect opinion and reasons.

* [W.3.1.D](http://www.corestandards.org/ELA-Literacy/W/3/1/d/) Provide a concluding statement or section.
 | *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.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.5: Collaborate digitally to produce an artifact

**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
* 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
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| **Essential Questions** |
| * How do readers read suspiciously?
* How do readers determine what the mystery is?
* How do readers pay attention to clues?
* How do readers work collaboratively to solve a mystery?
* How do readers retell a mystery?
* How do readers understand how mysteries are written?
* How do readers apply mystery-reading skills to other fiction texts?
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| **Student Learning Objective** |
| ***Students will …*** * Identify the mystery
* Think about the crime solver
* Pay attention to clues
* Read suspiciously to solve the mystery
* Work collaboratively to solve the mystery
* Retell the mystery
* Understand how mysteries are written
* Think across mysteries
* Apply skills learned in mysteries and how they apply to other fiction texts
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| **Suggested Activities**  |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Readers choose just right mystery books to read and talk about it with reading partners.**

 - Demonstrate how readers choose just right mystery books.* **Readers identify the mystery in a mystery story.**

 **-** Model how a reader asks what the mystery is while reading a mystery book.  (Mystery Foundational Skills, pg. 4)* **Readers ask themselves, "Who is the crime solver?"**

 - Demonstrate how readers figure out who the crime solver or detective is. (Mystery Foundational Skills, pg. 6)* **Readers read suspiciously and try and solve the mystery before the crime solver does.**

**-** Model how readers pay attention to clues in the story to help them solve the mystery. (Mystery Foundational Skills, pg. 13)* **Readers pay attention keeping tracking of suspects and clues.**

 **-** Model how readers locate relevant clues in a mystery. (Mystery Foundational Skills, pg. 20)* **Readers predict what may happen next.**

 **-** Model that the only way readers can predict who did the crime is to think backwards (think about suspects and their motives). (Mystery Foundational Skills, pg. 26)* **Readers can apply strategies when the reading gets difficult.**

 - Model strategies readers can use when a mystery gets difficult. (Mystery Foundational Skills, pg. 37)* **Readers talk and write about mysteries.**

 - Demonstrate how readers talk and write about mysteries. (Mystery Foundational Skills, pg. 53)* **Readers can work collaboratively to solve the mystery.**

 **-** Model that just like a detective needs a partner to solve crimes, a great reader needs a partner to discuss ideas and solve mysteries with. Discuss how partners talk and discuss the mysteries. (Mystery Foundational Skills, pg. 60)* **Readers keep track of their reading and hold onto the mystery.**

 - Model how readers keep track of the chapters while reading a mystery. (Mystery Foundational Skills, pg.70)* **Readers retell at the end of each chapter with the main idea in mind.**

 - Demonstrate how readers retell each chapter as they read.* **Readers understand how mysteries are written.**

 - Model how mysteries follow the same format and structure, thinking across mysteries to find similarities. (Mystery Foundational Skills, pg. 80)* **Readers think about how a mystery goes.**

 - Demonstrate that when a reader understands how a mystery will go, it helps them to read differently and know what to look for. (Mystery Foundational Skills, pg. 90) * **Readers pay attention to look for "red herrings".**

 **-** Model how readers pay attention to clues and look for "red herrings" or false clues. (Mystery Foundational Skills, pg.104)* **Readers look for hidden clues.**

 - Demonstrate how readers look for hidden clues or reread to look for clues they missed in solving the mystery. (Mystery Foundational Skills, pg. 116).* **Readers understand that mystery reading skills can be applied to other fiction text.**

 - Demonstrate how a reader can apply mystery reading skills when reading another fiction text.  (Mystery Foundational Skills, pg. 140)* **Readers use clues to drive predictions.**

 **-** Model that readers think about what has already happened in the story, and what they know about their characters, based on clues from the story, to drive their predictions. (Mystery Foundational Skills, pg.159) * **Readers celebrate all they have learned about being mystery readers.**

***Strategies for Differentiated Instruction:*****English Language Learner (ELL):** * Provide students with an introduction to the mystery series in a small group.
* If students are not ready to read a mystery book on their own, have them create their own story to practice.
* Students can also listen to a mystery read-aloud in a small group to understand what takes place.

**Special Education:*** Have students stop and retell mid-chapter to ensure understanding.
* Teach and review strategies in smaller groups.

**At-risk:*** Have students work in a small group to practice looking for clues in a mystery book as well as retelling at the end of a chapter or after a few pages to ensure understanding.
* Teach into IRLA findings.

**G & T :*** Students should practice the aforementioned skills in an above-level mystery text.
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| **Materials** |
| **Materials:** * Mystery Foundational Skills
* Leveled library
* Book Bags / boxes
* Mystery books
* Chart paper
* Markers
* Anchor chart post- its
* Flexible seating options
* Smart Board activities
* Raz Kids / Storia
* CD Player for audio books

  **Mentor Texts:** * Lost Socks by Dawn McMillan
* Nate the Great by Marjorie Sharmat, Craig Sharmat, and Mitchel Sharmat
* A to Z Mysteries: The Absent Author by Ron Roy
* The Whodonit Detective Agency: The Diamond Mystery by Martin Widmark
* **Lost in the Tunnel of Time: Clubhouse Mysteries**by Sharon M. Draper (Diversity)
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| **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
* Schoolwide/ Lucy Calkins Fiction, Nonfiction, Historical Fiction, and Research Assessments
* District created inter-disciplinary assessments
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| **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
 | **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
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| **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  |