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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:**Nonfiction Research Clubs |
| **Grade Level:** 3 |
| **Duration:**Trimester 3 |
| **Description:**In this unit, students will continue to deepen their informational reading skills and read to learn about a nonfiction topic. Research clubs will be formed so that students can learn research skills and ways to talk about and teach others what they have learned. Students will continue to learn strategies to read with the main idea in mind, think across texts, and tackle complex and new vocabulary.  |
| **Enduring Understandings** |
| **Concepts / Reading Skills:*** Read to learn
* Main idea
* Vocabulary
* Summarizing
* Compare and contrast texts
* Research skills

**Understandings:** * Readers read to learn about a topic.
* Readers research a topic to teach others about what they have learned.
* Readers read with the main idea in mind.
* Readers tackle and understand complex vocabulary.
* Readers compare and contrast information across texts.
* Readers teach others what they learned paying close attention to main idea and details.
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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.
* R.I 3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* R.I 3.2 *-*Determine the main idea of a text; recount the key details and explain how they support the main idea.
* [RI.3.3](http://www.corestandards.org/ELA-Literacy/RI/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.
* R.I 3.4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
* R.I 3.5- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
* [RI.3.6](http://www.corestandards.org/ELA-Literacy/RI/3/6/) Distinguish their own point of view from that of the author of a text.
* R.I 3.7- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
* [RI.3.8](http://www.corestandards.org/ELA-Literacy/RI/3/8/) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
* [RI.3.9](http://www.corestandards.org/ELA-Literacy/RI/3/9/) Compare and contrast the most important points and key details presented in two texts on the same topic.
* [RI.3.10](http://www.corestandards.org/ELA-Literacy/RI/3/10/) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
* 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.3.4](http://www.corestandards.org/ELA-Literacy/SL/3/4/) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
* [SL.3.5](http://www.corestandards.org/ELA-Literacy/SL/3/5/) Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
* [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. (See grade 3 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/3/) for specific expectations.)
* [W.3.2](http://www.corestandards.org/ELA-Literacy/W/3/2/) - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
* [W.3.2.D](http://www.corestandards.org/ELA-Literacy/W/3/2/d/) Provide a concluding statement or section.
* [W.3.2.A](http://www.corestandards.org/ELA-Literacy/W/3/2/a/) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
* [W.3.2.B](http://www.corestandards.org/ELA-Literacy/W/3/2/b/) Develop the topic with facts, definitions, and details.
* [W.3.2.C](http://www.corestandards.org/ELA-Literacy/W/3/2/c/) Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
 | *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.EconET.1: Identify positive and negative incentives that influence the decisions people make.
* 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
* 6.1.5.HistoryUP.6:Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. (Holocaust/Amistad/Asian American/Pacific Islanders)

*Science:** 3-LS4-1: Biological Evolution: Unity and Diversity: Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
* 3-LS4-1: Biological Evolution: Unity and Diversity Analyze and In this part of the unit of study, students develop an understanding of the types of organisms that lived long ago and about the nature of their environments. Students continue to look at environment changes that contribute to some organisms surviving and reproducing, some interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
* 3-5-ETS1-3: Engineering Design Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
* 3-LS4-4: Biological Evolution: Unity and Diversity Make a claim about the merit of a solution to a problem caused when environment changes and the types of plants and animals that live there may change. (Climate change)
* 3-5-ETS1-1: Engineering Design Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost.
* 3-5-ETS1-2: Engineering Design Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

*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:** **Global and Cultural Awareness:*** 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

**Technology Literacy*** 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively

**Life Literacies and Key Skills: Critical Thinking and Problem Solving*** 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem
* 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
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| **Essential Questions** |
| * How do readers learn how to about a topic?
* How do readers learn research skills?
* How do readers read with the main idea in mind?
* How do readers tackle complex vocabulary while reading nonfiction text?
* How do readers compare and contrast information in nonfiction texts?
* How do readers teach others about what they have learned?
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| **Student Learning Objectives** |
| ***Students will …*** * Read to learn about a nonfiction topic
* Learn research skills
* Understand and tackle complex vocabulary
* Summarize nonfiction text
* Compare and contrast information from the text
* Teach others about what they have learned
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| **Suggested Activities**  |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Readers think about what they have already learned about reading nonfiction texts.**

 - Conduct a class inquiry and create a chart about what reading strategies they have already learned during the previous nonfiction unit.* **Readers form research clubs to learn about a nonfiction topic.**

 - Create text sets in topic baskets and form reading clubs for reading partners to study topics together.* **Readers get ready to research a topic by gathering their resources.**

 - Demonstrate how readers look over their resources, starting with the easier ones first and then skimming the table of contents to see what they will learn about. (Research Clubs, pg. 3)* **Readers make a plan to study their topic.**

 - Model how research clubs make a plan on how to study their topic together based on the materials they have. (Research Clubs, pgs. 7-9)* **Readers synthesize across texts and create subtopic.**

 **-** Demonstrate how readers identify subtopics for their research topics. (Research Clubs, pg. 10)* **Readers take notes with topics and subtopics.**

- Model how readers take notes with a boxes and bullets format. (Research Clubs, pg. 14)* **Readers learn strategies to acquire new vocabulary words as they research topics.**

 **-** Demonstrate how readers collect content area words as they learn about a topic. (Research Clubs, pg. 23) * **Readers talk with others and take notes using their specialized vocabulary.**

 **-** Model who readers take notes by first talking about what they are learning together, using the vocabulary they have acquired while researching their topic. (Research Clubs, pg. 28)* **Readers read with volume and fluency.**

 **-** Model how readers read with fluency in an explaining voice, like a teacher. (Research Clubs, pg. 60)* **Readers notice text structures as they read informational texts.**

 - Demonstrate different ways texts are organized (boxes and bullets or sequential). (Research Clubs, pg. 68)* **Readers recognize transition words when looking at text structures.**

 - Teach students how to pay attention to transition words to see how texts are organized. (Research Clubs, pg. 73)* **Readers compare and contrast as they research a topic.**

 **-** Model how readers compare and contrast while researching their topics. (Research Clubs, pg. 79)* **Readers use compare and contrast sentence stems to help them think.**

 **-** Demonstrate how readers generate compare and contrast thinking by using sentence stems. (Research Clubs, pg. 385* **Readers study cause and effect structures as they research.**

 **-** Model how readers learn about a cause and effect structure and the words and phrases that go with it. (Research Clubs, pg. 89)* **Readers grow ideas as they research a topic by asking questions.**

 - Demonstrate how readers ask questions to talk and think more about their topic. (Research Clubs, pg. 116)* **Readers clubs create a presentation of their research.**

 **-** Create a research presentation with all of the research and notes, being sure to include the content vocabulary acquired.* **Readers celebrate by teaching others and sharing their research presentations.**

***Strategies for Differentiated Instruction:*****English Language Learner (ELL):*** Provide students with any necessary print strategies and sight words.
* Explain that the pictures in non-fiction texts can teach us something.
* Provide students with nonfiction to compare to fiction books.

**Special Education:*** Provide students with any necessary print strategies and sight words.
* Explain that the text features in non-fiction texts can teach us something.
* Practice using text features in just right books and articles.
* Provide both nonfiction and fiction books for students to compare.

**At-risk:*** Provide students with any necessary print strategies and sight words.
* Explain how the pictures can teach us something as well as text features.
* Practice using text features in just right books and articles.

**G & T:** * Provide students who are above level with the appropriate books and activities that can challenge their thinking.
* Reinforce comprehension and fluency reading harder texts.
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| **Materials** |
| **Materials:** * Research Clubs
* Leveled library
* Book Bags / boxes
* Nonfiction topic baskets
* Chart paper
* Markers
* Anchor chart post- its
* Flexible seating options
* Smart Board activities
* Raz Kids / Storia
* CD Player for audio books

  **Mentor Texts:** * Frogs! by Elizabeth Carney
* Frogs and Toads by Bobbie Kalman
* Gorillas by Lori McManus
* The Life Cycle of An Emperor Penguin by Bobbie Kalman & Robin Johnson
* The Life Cycle of a Frog by Bobbie Kalman & Kathryn Smithyman
* The Penguin A Funny Bird by Beatrice Fontanel
* Penguins by Bobbie Kalman
* What was the Holocaust by Gail Herman (Holocaust)
* Hidden Figures by Margot Lee Shetterly (Amistad)
* Asian Americans Who Inspire Us- Analiza Quiroz Wolf (Asian American/Pacific Islanders)
* A Hot Planet Needs Cool Kids by Julie Hall (Climate Change)
* My America. by Katz, Karen. (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  |