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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Unit 3 Nonfiction | | | | |
| **Grade Level:** 3 | | | | |
| **Duration:**Trimester 2 | | | | |
| **Description:**  In this unit of study, students will begin to explore a variety of nonfiction texts. Students will use nonfiction text structures to assist them in comprehension. The students will find the main idea of nonfiction text and use evidence from the text to support their thinking. Students will establish skills to assist them in reading and comprehending more complex vocabulary. Students will summarize nonfiction text to show understanding. Students will begin to apply their practice with nonfiction on a variety of nonfiction texts. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Reading Skills:**   * Non-fiction text structures * Main Idea * Using text evidence * Vocabulary * Summarizing * Broad range of nonfiction text   **Understandings:**   * Readers identify and use nonfiction text structures for better understanding while reading. * Readers can identify the main idea of a nonfiction text and support it with details from the text. * Readers can tackle and understand complex vocabulary. * Readers can summarize nonfiction text. * Readers can apply their nonfiction lens to a broad range of nonfiction text. | | | | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards ELA*   * 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.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. * [W.3.2.D](http://www.corestandards.org/ELA-Literacy/W/3/2/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.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.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). * 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. * 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States. * 6.1.5.HistoryUP.6:Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. (Holocaust)   Science:   * 3-LS3-2: Heredity: Inheritance and Variation of Traits: Use evidence to support the explanation that traits can be influenced by the environment. * 3-LS4.2: Biological Evolutions: Unity and Diversity Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Engineering, Technology, and Applications of Science- * 3-5-ETS1-1: Engineering Design Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraint 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. * 3-LS3-1: Heredity: Inheritance and Variation of Traits 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. * 3-LS3-2: Heredity: Inheritance and Variation of Traits Use evidence to support the explanation that traits can be influenced by the environment. Engineering, Technology, and Applications of Science- * 3-5-ETS1-1: Engineering Design Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraint on materials, time, or cost. * 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.   *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 do readers use nonfiction text structures to better comprehend their reading? * How do readers find the main idea while reading nonfiction text? * How do readers support the main idea with evidence from the text? * How do readers tackle complex vocabulary while reading nonfiction text? * How do readers summarize nonfiction text? * How do readers apply nonfiction skills to a variety of nonfiction text? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Identify and use nonfiction text structures for better understanding while reading. * Identify the main idea of a nonfiction text and support it with details from the text. * Understand and tackle complex vocabulary. * Summarize nonfiction text. * Apply their nonfiction lens to a broad range of nonfiction text. | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Reader immerses themselves in a variety of nonfiction texts.**   - Explore a variety of nonfiction texts through topic baskets.   * **Readers notice the different varieties of nonfiction texts.**   - Conduct a class inquiry and chart of what they noticed.   * **Readers read informational texts during nonfiction reading time and just right books during just right reading time.**   **-** Create nonfiction topic baskets for students to read from during nonfiction reading time and continue just right fiction reading as well.   * **Readers prepare to read nonfiction by previewing it, identify the parts, and thinking about how the text will go.**   - Model how to preview and scan a nonfiction text. (Reading to Learn, pg. 4)   * **Readers use nonfiction text structures to aide in comprehension.**   - Model how text structures can assist the reader in comprehension. (Reading to Learn, pg. 15)   * **Readers find the main idea in nonfiction text through text features.**   **-** Model how readers use text features to find the main idea. (Reading to Learn, pg. 26)   * **Readers identify the main idea.**   - Demonstrate how to find the main idea with text features and through the text. (Reading to Learn, pg. 26)   * **Readers support their main idea through evidence.**   - Model how to support the main idea through supporting details in the text. (Reading to Learn, pg.37)   * **Readers know that there are many ways to say main idea.**   - Create a class chart of ways to say the main ideas. (Reading to Learn, pg. 44)   * **Readers chunk the text as they read.**   - Model how readers chunk the text and read with the main idea in mind, creating subheadings when needed. (Reading to Learn, pg. 68)   * **Readers use nonfiction text features to help them figure out unknown vocabulary.**   – Model how readers use bold words, captions, and glossaries to help them figure out unknown vocabulary while learning about a topic.   * **Readers tackle complex vocabulary while reading nonfiction text.**   - Model how to use print strategies when reading complex words. (Reading to Learn, pg. 107)   * **Readers understand complex vocabulary.**   - Demonstrate how students can apply the meanings of complex vocabulary to help comprehension when learning about a topic.   * **Readers summarize nonfiction text.**   - Demonstrate how to summarize nonfiction texts.   * **Readers celebrate all they have learned about reading informational texts.**   ***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. * Become an author by creating a non-fiction book for another student to read. | | | | |
| **Materials** | | | | |
| **Materials:**   * Reading to Learn * 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 * Benno and the Night of Broken Glass by Meg Wiviott (Holocaust) * Who was the Holocaust? by Jerry H (Holocaust) * Brick By Brick by Charles Smith and Floyd Cooper (Amistad) * I Have a Dream byMartin Luther King Jr (Amistad) * Bee-Bim Bop! By Linda Sue Park, Ho Baek Lee (Pacific Islanders) * Amy Wu and the Perfect Bao By Kat Zhang, Charlene Chua (Pacific Islanders) * What is Climate Change? Gail Herman (Climate Change) * A Hot Planet Needs Cool Kids: Understanding Climate Change and What You Can Do About It by Julie Hall (2007) (Climate Change) | | | | |
| **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 | | | | |
| **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   + Restate facts from the text   + 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 * Restate facts from the text * 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) * Restate facts from the text * 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 | | | | |