

Grade 3 ELA Unit 4

<p>19</p> <p>onal Text</p> <p>onal Skills</p> <p>on Benchmark 4 Weekly Tests</p>	Objectives	
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Describe characters traits, motivations, or feelings to explain how characters' actions c sequence of events. • Compare themes, settings, and plots of stories written by the same author or about the similar characters • Write opinions on familiar topics or texts, including reasons for the point of view taken. 	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Characters' personality traits and actions affect the sequence of events in a story. • Writing events in proper order is essential and there are certain words we can use to help show order. 	<p><i>Questions that will foster inquiry, understanding of learning.</i></p> <ul style="list-style-type: none"> • How do characters' personalities an make a story interesting? • How are different books with the sar characters alike and different?
	Acquisition	
	KNOWLEDGE	SKILLS
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> • A reader's point of view is different from that of the author, narrator, and/or characters. • Characters' personality traits, motivations, feelings, thoughts, or actions contribute to the sequence of events in a story. • How to compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters. • How to compare and contrast key details from two different texts on the same topic. • How to produce an organized piece of 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Describe characters in a story • Explain how a character's actions ef sequence of events in a story • Distinguish their own point of view f author, narrator, or characters • Compare/contrast themes, settings, of stories written by the same autho same or similar characters from boc series. • Compare and contrast the most imp points and key details in two texts o topic. • Apply grade-level phonics and word skills and read grade appropriate irr spelled words.

Grade 3 ELA Unit 4

Benchmark (optional)	<p>writing that states an opinion and supports it with reasons.</p> <ul style="list-style-type: none"> ● How to organize events in a narrative and use temporal words. ● How to establish a situation and introduce a narrator and/or characters within a piece of writing. ● How to write dialogue as a character's response to a situation. ● To provide a sense of closure when writing. ● How to produce simple, compound, and complex sentences when speaking or writing. ● How to speak in complete sentences. 	<ul style="list-style-type: none"> ● Write opinion pieces on familiar topics supporting a point of view with reasons. ● Write narratives using effective techniques include proper sequence, dialogue, descriptive words and has a sense of closure. ● Write routinely over extended time frames as well as shorter time frames for a range of purposes, and audiences. ● Speak in complete sentences.
----------------------	---	--

Vocabulary	Instruction and Pacing (suggested order to teach)	
name, character traits, setting, point of view, plot, sequence of events, opinion, narrative	Character Traits Sequence of Events Opinion Writing Compare/Contrast Writing Process	
	Unit Review and/or Unit Benchmark (post) optional	

Common Misconceptions	Proper Conceptions
Setting is one place in a story	Setting can change throughout the story
Fact and opinion are the same	Fact is information from cited texts / Opinion is a thought, feeling, idea
Comparing and contrasting are the same	Comparing is associating traits as the same & contrasting is finding differences
Complex sentence is a run-on sentence	Complex sentence is a combination of subjects and ideas
It is difficult to analyze a character's point of view in a story.	Student is able to identify a character's point of view

Resources

Model Curriculum (resource only), Reading Street 3.4, PARCC online

Resources: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u4.pdf> <http://www.pearsonrealize.com> <http://www.parcconline.org>
[lingcity.com](http://www.lingcity.com)

ELL Pacing Guide for additional lesson specific resources

Grade 3 ELA Unit 4

Differentiation and Accommodations

organizers
additional examples and opportunities for additional problems for repetition
opportunities
opportunities after remediation (up to teacher and district discretion)
tests in different modalities
homework assignments
charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, Word wall
organizers
additional examples and opportunities for additional problems for repetition
opportunities
opportunities after remediation (up to teacher and district discretion)
do not test
tests in different modalities
homework assignments
different tasks of varied levels
differentiating questions and tasks

ELL Differentiation and Accommodations (all of the above in addition to the following) :

Directions (reduce multiple choice answers, simplify directions, read directions, stories, and questions aloud, provide word bank)
Bilingual/bicultural dictionaries, notes, text books for testing
Format prior to assessment
Work assignments and study guides based on proficiency of the student

Concrete manipulatives – connects abstract concepts with concrete experiences and student's own life

Maps, Photos, Visuals – provide support for harder concepts

Media – film clips, songs and chants, posters, computer games, etc... - related to concept solidify concepts into the students' deep memory

Modeling – model step-by-step completion of tasks or model language to use with presentations – scaffolds and enhances learning

Leveled materials – leveled books both fiction and nonfiction that supplement the theme of what is being taught

Pointers, point directly to objects, or draw pictures.

Physical Response

Build background knowledge, teach pre-requisite skills

Vocabulary with:

Visual dictionaries

Word wall

Sentences

Charts

Vocabulary

Vocabulary through songs

When introducing new concepts (grammar, writing genre, reading strategies etc.) use an anchor chart. <http://www.scholastic.com/teachers/top-10/anchor-charts-effective-teacherstudent-tool>

Grade 3 ELA Unit 4

Skills	Critical Thinking, Creative Thinking, Collaborating, Communicating, Global Awareness and Technology/Media Literacy
Strategies	<p>Fairfield Township Schools recognizes the importance of the varying methodologies that may be successfully employed by teachers in the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Danielson:</p> <ul style="list-style-type: none"> ● Communicating with students ● Using questioning and discussion techniques ● Engaging students in learning ● Using assessment in instruction ● Demonstrating Flexibility and Responsiveness
Subjects	ELA, Math, Science, Social Studies and Technology



Formative Assessment	Summative Mandatory Assessment
<p>Exit tickets</p> <p>Conferences</p> <p>Responses</p> <p>Portfolios</p>	<p>Weekly Tests</p> <p>Technology Task (1)</p> <p>Unit 4 Benchmark Assessment (optional)</p>