

# Grade 3 ELA Unit 5

	<b>Objectives</b>	
	<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>● Compare/contrast main ideas and details from two different texts on the same topic.</li> <li>● Determine the main idea in informational grade 3 text.</li> <li>● Recount key details and explain how they support the main idea in informational grade 3 text.</li> </ul>	
	<b>Meaning</b>	
onal Text	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
onal Skills	<ul style="list-style-type: none"> <li>● Passages about the same topic can be very different.</li> <li>● Informational texts include a topic supported with facts, definitions, and details.</li> </ul>	<ul style="list-style-type: none"> <li>● How can I determine the main idea supporting details of a selection?</li> <li>● What is included in an informational explanatory writing piece?</li> </ul>
	<b>Acquisition</b>	
	KNOWLEDGE	SKILLS
	<i>Students will know how to...</i>	<i>Students will be skilled at...</i>
W.3.3.a W.3.3.d 3.10 g L.3.2.g .5 weekly tests	<ul style="list-style-type: none"> <li>● How to determine the main idea of informational grade 3 text.</li> <li>● How to recount details and use them to support the main idea in grade 3 informational text.</li> <li>● How to determine meanings of academic and domain-specific vocabulary relevant to a grade 3 topic.</li> <li>● How to introduce a topic, put related information together, and include illustrations when appropriate when writing.</li> <li>● How to use facts, definitions, and details to help develop a topic when writing.</li> <li>● How to connect ideas with linking words.</li> <li>● How to provide closure to a writing piece.</li> <li>● How to use commas correctly.</li> <li>● How to compare and contrast information from different texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>● Write informative and/or explanatory that examine a topic and convey information clearly.</li> <li>● Determine the main idea in grade informational text.</li> <li>● Recount details and tell how they the main idea in grade 3 informat</li> <li>● Find the meanings of academic a specific grade 3 vocabulary using such as meanings of word-parts (prefixes/suffixes).</li> <li>● Compare and contrast important key details presented in two texts same topic.</li> </ul>

## Grade 3 ELA Unit 5

<b>Assessment</b>		
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Vocabulary	Instruction and Pacing (suggested order to teach)	
ast, recount, similar, prefix, topic, suffix, explain	Main Idea Informational Text Vocabulary Strategies (prefixes/suffixes) Compare/Contrast Linking Words Writing Process	
	<b>End of Year Benchmark (mandatory)</b>	

Common Misconceptions	Proper Conceptions
as when writing  his is the end”	Commas in a listing sentence  Correctly tying the opening into the conclusion

Resources
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el Curriculum (resource only), Reading Street 3.5, PARCC online  
 s <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u5.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 5

### Differentiation and Accommodations

organizers  
additional examples and opportunities for additional problems for repetition  
opportunities  
opportunities after remediation (up to teacher and district discretion)  
do not test  
tasks 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)  
tasks in different modalities  
homework assignments  
use tasks of varied levels  
scaffolding 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

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

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

**Directives**, 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->

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[03/anchor-charts-effective-teacherstudent-tool](#)

<b>Skills</b>	Critical Thinking, Creative Thinking, Collaborating, Communicating, Global Awareness and Technology/Media Literacy
<b>Strategies</b>	<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"> <li>● Communicating with students</li> <li>● Using questioning and discussion techniques</li> <li>● Engaging students in learning</li> <li>● Using assessment in instruction</li> <li>● Demonstrating Flexibility and Responsiveness</li> </ul>
<b>Subjects</b>	ELA, Math, Science, Social Studies and Technology

<b>Formative Assessment</b>	<b>Summative Mandatory Assessment</b>
<p>Exit tickets</p> <p>Conferences</p> <p>Responses</p> <p>Portfolios</p>	<p>Weekly Tests</p> <p>Technology Task (1)</p> <p><b>End of Year Assessment</b></p>