

COURSE: Reading

GRADE LEVEL:Third Grade

DATES:

Unit Name: Animal Characteristics

Essential Questions: How do living things survive in their environment? How do readers use context clues to de
How does the cause and effect text structure help the reader comprehend informational text?

3rd Grade GIS Proficiency Scales

Key Concept Bundles for K-5 Literacy Standards (2023)

2023 AR ELA K-5 Standards Crosswalk

2023 K-5 ELA Standards Progressions (Nance Copy)

LEARNING TARGETS

STANDARD

Week 1:

3.RC.RL Describe how characters respond to major events and challenges.

3.RC.3.RF Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central m

Week 2:

3.RC.2.RF Answer questions about key details in a text.

3.RC.3.RF Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central m

Week 3:

3.RC.2.RF Answer questions about key details in a text.

3.RC.8.RL Describe the main story elements (plot), including characters, setting, events, problem, and solution.

3.RC.7.RL Describe how characters respond to major events and challenges.

3.RC.3.RF Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central m

LEARNING TARGET	INSTRUCTION

VOCABULARY

Week 1: Content Specific: prey, surroundings, unseen, disguise, environment, trait

Instructional Vocabulary: supporting evidence, central (main) idea, context clues, text structure

Week 2: Content Specific: squatting, withdrew, scrunched, colonies, marching, magnifying

Instructional Vocabulary: personal narrative, point of view, use resources, compare and contrast

Week 3: Content Specific: characteristics, survival, adapt, stirring, cautioned, stiffened

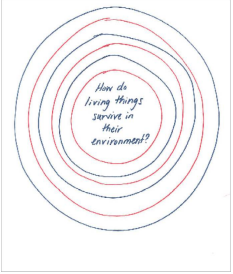
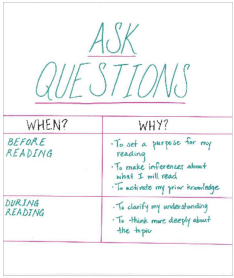
Instructional Vocabulary: supporting evidencecentral (main) idea, compare & contrast, context clues, text structure, p

INSTRUCTIONAL PLAN

fine unknown words in informational text?

assage or topic.
assage or topic.
assage or topic.
ASSESSMENT
Unit 1 Week 1 CFA
Unit 1 Week 2 CFA
Unit 1 Unit Assessment
oetic structure, literal language, author's purpose

Corresponding Anchor Charts

DAY 1	DAY 2						
<p>Introduction of Unit Video: https://bit.ly/3Ta2yxD Generating and writing questions about a video and photo. Evaluate questions with a partner. Create "Targeted Questions" Anchor Chart</p> 	<p>Interactive Read-Aloud: "Animal Hide and Seek", Mentor Text pg.6-7 Guiding Questions for Annotating Text: Why do animals need to hide? Why would predators need to hide from prey if they are the ones hunting? Create "When to Ask Questions" Anchor Chart: Focus on "When" and "Why" we ask questions. Turn and Talk: Students generate one question they have before or during their reading and then share with a partner.</p>  <table border="1" data-bbox="1066 695 1297 857"> <thead> <tr> <th>WHEN?</th> <th>WHY?</th> </tr> </thead> <tbody> <tr> <td>BEFORE READING</td> <td> <ul style="list-style-type: none"> -To set a purpose for my reading -To make inferences about what I will read -To activate my prior knowledge </td> </tr> <tr> <td>DURING READING</td> <td> <ul style="list-style-type: none"> -To clarify my understanding -To think more deeply about the topic </td> </tr> </tbody> </table>	WHEN?	WHY?	BEFORE READING	<ul style="list-style-type: none"> -To set a purpose for my reading -To make inferences about what I will read -To activate my prior knowledge 	DURING READING	<ul style="list-style-type: none"> -To clarify my understanding -To think more deeply about the topic
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<p>Scaffolds/Teacher: Small Group Instruction/Inclusion Push-In=Bryant, Whole-Group, Small-Group Instruction/Read & Wilks REACH Associate: Neal</p>	<p>Scaffolds/Teacher: Small Group Instruction/Inclusion Push-In=Bryant, Whole-Group, Small-Group Instruction/Read & Wilks REACH Associate: Neal</p>						
DAY 4	DAY 5						

<p>DAY 3</p>
<p>Evaluating Details and Determine Key Ideas Mentor Text: "Animal Hide and Seek", pg 6-7 Definitions: Central (main) Idea, Details Focus on Graphic Features of the mentor text to help students connect the central or main idea. Guiding Statement: Animals survive by using physical characteristics that help them hide. Think, Pair, Share: Partners will work together to underline additional supporting evidence that supports this central idea. Create Central/Main Idea Anchor Chart</p> <div data-bbox="394 625 588 852" style="border: 1px solid black; padding: 5px;"> <p><i>Finding the Central Idea and Supporting Evidence</i></p> <p><i>The central idea, or main topic of a text is what the text is mostly about. We can use supporting evidence as clues to help us determine the central idea or main topic of a selection or paragraph.</i></p> <p>CLUES</p> <ol style="list-style-type: none"> <i>1. Look at the title and sub-headings.</i> <i>2. Look at graphic features (pictures, illustrations, charts, maps, graphs, and tables).</i> <i>3. Sometimes the central idea is directly stated (in the first or last sentence).</i> <i>4. Sometimes the central idea is implied, and we have to infer based on all the evidence.</i> <i>5. Look for repeating words or phrases.</i> </div>
<p>Scaffolds/Teacher: Small Group Instruction/Inclusion Push-In=Bryant, Whole-Group, Small-Group Instruction/Read & Wilks REACH Associate: Neal</p>
<p>DAY 6</p>

Notes



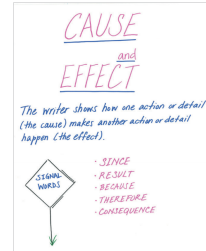
Using Context Clues to Define Unknown Words:
 Synonyms, Definitions
 Mentor Text: "Camouflage Q and A" pg. 8-9
 Underline clue words to signal the author is providing a context clue about the meaning of an unknown word.
 Example: called may signal a definition is being presented; means may signal a synonym for the word is being presented.
 Create "Context Clues" Anchor Chart
 Annotate, Pair, Share:
 Mentor Text pg. 9; Students identify an unfamiliar word that can be defined by a direct definition or synonym context clue. Partners circle the unknown word, bracket the context clues, note definitions within the margin.

CONTEXT CLUES

- Look for clues in the meaning of unfamiliar words.
- Look at the sentence the unfamiliar word appears in, and check the surrounding sentences.
- Look for the following types of information:

TYPE OF CLUE	EXPLANATION	EXAMPLE
Definition	The word may be explained directly.	The rock was covered in <u>galaxies</u> , which is another word used in the bottom of a lake.
Synonym	The sentences before or after use words that have similar meanings in the sentence.	But <u>left</u> remains, or <u>again</u> for <u>his</u> <u>her</u> <u>words</u> .

Cause and Effect Text Structure
 Mentor Text: "Camouflage Q and A" pg. 8-9
 Create "Cause and Effect" Anchor Chart
 Read text and look for clue words: since, result, because, therefore, and consequence
 Complete Unit 1, Week 1 Assessment



Scaffolds/Teacher: Scaffolds/Teacher:
 Small Group Instruction/Inclusion Push-In=Bryant,
 Whole-Group, Small-Group Instruction/Read & Wilks
 REACH Associate: Neal

Scaffolds/Teacher:
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 ELL Push-In Supports: Miss Alexia

DAY 7

DAY 8

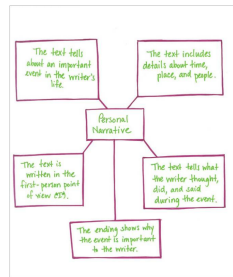
Introduction to Personal Narratives

Video: <[Introduction to Jane Goodall](#)>

Mentor Text: "He Made a Tool" pg. 12-13

Look for Pronouns: I, Me, My (signalling first-person point-of-view)

Create "Personal Narrative" Anchor Chart



Scaffolds/Teacher:

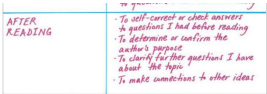
Small Group Instruction/Inclusion Push-In=Bryant,
Whole-Group, Small-Group Instruction/Read & Wilks

REACH Associate: Neal

ELL Push-In Supports: Miss Alexia

DAY 9

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<p>Asking Relevant Questions: After Reading Refer to "Asking Questions" Anchor Chart and add new category. Why do we ask questions after reading? Look for clues to signal this is a personal narrative and underline clue words in Mentor Text pg. 12-13, "He Made a Tool". Think, Pair, Share: Students write down two "after reading" questions and share them with a partner.</p> 	<p>Using Resources & Context Clues to Define Meaning of Unknown Words Read Aloud: Mentor Text pg. 14-15, "Observing Ants" Display the word, scorching and use the link to dictionary.com to show students the definition, pronunciation, and part of speech. Create a student-friendly definition based on the dictionary.com definition. Think, Pair, Share: Students repeat the process with the word "twitching" and work together to determine actual meaning, then create student-friendly definitions.</p>
<p>Scaffolds/Teacher: Small Group Instruction/Inclusion Push-In=Bryant, Whole-Group, Small-Group Instruction/Read & Wilks REACH Associate: Neal ELL Push-In Supports: Miss Alexia</p>	<p>Scaffolds/Teacher: Small Group Instruction/Inclusion Push-In=Bryant, Whole-Group, Small-Group Instruction/Read & Wilks REACH Associate: Neal ELL Push-In Supports: Miss Alexia</p>
<p>DAY 10</p>	<p>DAY 11</p>
<p>Author's Purpose and Comparing and Contrasting Two Texts Read Aloud(s): Re-read Mentor Text pgs. 12-13 & 14-15, "Observing Ants" and "He Made a Tool!" Model Comparing and Contrasting using the Author's Purpose as an example. Why did each author choose to write these passages? Complete Unit 2, Week 2 Assessment</p>	<p>Evaluate Key Details to Determine and Compare and Contrast Two Texts Read Aloud: Mentor Text pg. 18-19 "Animals' Special Characteristics" Re-Read Mentor Text pg. 6-7 "Animal Hide and Seek" Review the "Main (Central) Idea and Supporting Details Anchor Chart" Think, Pair, Share: Students will work together to compare and contrast the two texts using the strategies mentioned on the anchor chart.</p>
<p>Scaffolds/Teacher: Small Group Instruction/Inclusion Push-In=Bryant, Whole-Group, Small-Group Instruction/Read & Wilks REACH Associate: Neal ELL Push-In Supports: Miss Alexia</p>	<p>Scaffolds/Teacher: Small Group Instruction/Inclusion Push-In=Bryant, Whole-Group, Small-Group Instruction/Read & Wilks REACH Associate: Neal ELL Push-In Supports: Miss Alexia</p>
<p>DAY 13</p>	<p>DAY 14</p>

First-Person Point-of-View Review
Review clue words for signalling First-Person P.O.V.
Add the following words to the First-Person P.O.V.
Anchor Chart: we, us, our
Why did the author choose first person point of view
instead of third person point of view?
Discuss the differences between first and third person
P.O.V.

Scaffolds/Teacher:
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Whole-Group, Small-Group Instruction/Read & Wilks
REACH Associate: Neal
ELL Push-In Supports: Miss Alexia

DAY 12

Using Context Clues & Synonyms
Mentor Text pg. 18-19, "Animals' Special
Characteristics"
Review Context Clues Anchor Chart
Display vocabulary: webbing, propel
Underline clue words to signal the author is providing
a context clue about the meaning of an unknown
word.
Example: called may signal a definition is being
presented; means may signal a synonym for the word
is being presented.

Scaffolds/Teacher:
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Whole-Group, Small-Group Instruction/Read & Wilks
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ELL Push-In Supports: Miss Alexia

DAY 15

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Cause and Effect Structures in Informational Text	
Scaffolds/Teacher: Small Group Instruction/Inclusion Push-In=Bryant, Whole-Group, Small-Group Instruction/Read & Wilks REACH Associate: Neal ELL Push-In Supports: Miss Alexia	Scaffolds/Teacher: Small Group Instruction/Inclusion Push-In=Bryant, Whole-Group, Small-Group Instruction/Read & Wilks REACH Associate: Neal ELL Push-In Supports: Miss Alexia

ASSESSMENT- Learning Target 1

LEARNING TARGET	
MEETING STANDARD THRESHOLD	% Met- Teacher 1

RESPONSE TO DATA

	PLAN FOR STUDENTS WHO MET STANDARD
What?	
When?	
Who and How?	

ASSESSMENT- Learning Target 2

LEARNING TARGET	
MEETING STANDARD THRESHOLD	% Met- Teacher 1

Scaffolds/Teacher: Small Group Instruction/Inclusion Push-In=Bryant, Whole-Group, Small-Group Instruction/Read & Wilks REACH Associate: Neal ELL Push-In Supports: Miss Alexia
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% Met- Teacher 2	% Met- Teacher 3

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PLAN FOR STUDENTS WHO PARTIALLY MET STANDARD	PLAN FOR STUDENTS WHO DID NOT MEET STANDARD

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% Met- Teacher 2	% Met- Teacher 3

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RESPONSE TO DATA	
	PLAN FOR STUDENTS WHO MET STANDARD
What?	
When?	
Who and How?	

ASSESSMENT- Learning Target 3	
LEARNING TARGET	
MEETING STANDARD THRESHOLD	% Met- Teacher 1

RESPONSE TO DATA	
	PLAN FOR STUDENTS WHO MET STANDARD
What?	
When?	
Who and How?	

PLAN FOR STUDENTS WHO PARTIALLY MET STANDARD	PLAN FOR STUDENTS WHO DID NOT MEET STANDARD

% Met- Teacher 2	% Met- Teacher 3

PLAN FOR STUDENTS WHO PARTIALLY MET STANDARD	PLAN FOR STUDENTS WHO DID NOT MEET STANDARD

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