

Cedar Grove School District

Cedar Grove, NJ

2016 | **Grade 3**

Media 3

Approved by the Cedar Grove Board of Education

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education
Mr. Joseph Cicala, President
Mrs. Christine Dye, Vice-President
Mrs. Pam Burke
Mr. Frank Mandala
Mr. Peter Prvulovic

Media 3

Course Description

The media literacy program in grades 3 and 4 is designed to ensure that students are effective users of ideas and information. It provides intellectual and physical access to materials as well as instruction to foster competence and stimulate interest in reading, viewing and using information.

It encompasses a variety of language arts and technology skills students need to navigate effectively today's learning environments. It also teaches reading strategies, vocabulary and concept development as well as inquiry and research skills.

**This curriculum was written in accordance with the
COMMON CORE CURRICULUM STANDARDS
for
ELA in History/Social Studies, Science, &
Technical Subjects K-5**

**And
The NEW JERSEY CORE CURRICULUM CONTENT
STANDARDS**

**For
TECHNOLOGY**

<http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf>

Media 3

Course Calendar

	Sep					Oct					Nov					Dec					Jan					Feb					Mar					Apr					May					Jun				
Unit:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40										
<u>Information Literacy - Reading</u>																																																		
<u>Information Literacy - Speaking</u>																																																		
<u>Information Literacy - Listening</u>																																																		
<u>Information Literacy - Viewing Media</u>																																																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40										



Information Literacy - Reading

Collaboration

Stage 1: Desired Results

NJ Standards

2014 CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

2014 CCSS: Grade 3

Reading: Literature

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading: Informational Text

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.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).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

Reading: Foundational Skills

Fluency

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJ: 2014 CCCS: Technology

NJ: Grades 3-5

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

- 8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

Enduring Understandings

Understanding of a text's features, structures, and characteristics facilitate

Essential Questions

How does understanding a text's structure help one better understand its

the reader's ability to make meaning of the text.

Fluent readers group words quickly to help them gain meaning from what they read.

Good readers employ strategies to help them understand text.

Strategic readers can develop, select, and apply strategies to enhance their comprehension.

Words powerfully affect meaning.

Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.

Researchers gather and critique information from different sources for specific purposes.

meaning?

How does fluency affect comprehension?

What do readers do when they do not understand everything in a text?

Why do readers need to pay attention to a writer's choice of words?

How do readers construct meaning from text?

Why conduct research?

Content

- A. Concepts about print/text
- B. Fluency
- C. Reading strategies
- D. Vocabulary and concept development
- E. Comprehension skills and response to text
- F. Inquiry and research

Skills

- A. 1 Recognize that printed materials provide specific information
- A. 2 Use a glossary or index to locate information in a text
- B. 1 Read longer text and chapter books independently and silently
- C. 1 Monitor comprehension and accuracy while reading in context and self-correct errors
- C. 2 Develop and use graphic organizers to build on experiences and extend learning
- D. 1 Use a grade-appropriate dictionary with assistance from teacher
- E. 1 Recognize purpose of text
- E. 2 Summarize major points from fiction and nonfiction texts
- E. 3 Participate in creative responses to text
- E. 4 Read regularly in materials appropriate for their independent reading level
- E. 5 Read and comprehend both fiction and nonfiction that is appropriately designed for grade level
- F. 1 Use library classification systems, print or electronic to locate information
- F. 2 Read a variety of nonfiction and fiction books and produce evidence of understanding

Stage 2: Assessment Evidence

Assessments

Formative: Personal Project

Teacher observation of students' class participation

Formative: Other written assessments

Accelerated Reader

Formative: Exhibition

Teacher observation of students' class participation

Stage 3: Learning Plan

Learning Activities

Lecture
Class discussions
Cooperative Learning structures
Guided practice
Oral and visual presentations
Performances
—Readers' Theater
—Puppets
Projects
Technology infusion
Differentiated Instruction
Research
Read alouds

Resources

Easy Fiction books
Fiction books
Non-fiction books
Accelerated Reader collection
Accelerated Reader software
Magazines
Biographies
Reference collection
TumbleBook Library Online
North End Virtual Media Center
South End Virtual Media Center

Software

—Library World electronic card catalog
Websites (included in Virtual Media Centers)
CDs and audio tapes
Teacher-created instruction sheets
Worksheets



Information Literacy - Writing

Collaboration

Stage 1: Desired Results

NJ Standards

2014 CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

2014 CCSS: Grade 3

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.3.7. Conduct short research projects that build knowledge about a topic.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJ: 2014 CCCS: Technology

NJ: Grades 3-5

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Enduring Understandings

Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.

Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

A writer selects a form based on audience and purpose.

Essential Questions

How do good writers express themselves?

How does process shape the writer's product?

How do writers develop a well-written product?

Why does a writer choose a particular form of writing?

Content

- A. Writing as a process
- B. Writing as a product
- C. Writing forms, audiences, and purposes

Skills

- A. 1 Use reference materials to revise work, such as a dictionary or internet/software resources
- A. 2 Use computer word-processing applications during parts of the writing process
- B. 1 Write a nonfiction piece and/or simple informational report across the curriculum
- C. 1 Write for a variety of purposes
- C. 2 Respond to literature through writing to demonstrate an understanding of text

Stage 2: Assessment Evidence

Assessments

Formative: Other written assessments

Simple research assignments, poetry, book reports, etc.

Teacher Observation

Formative: Other Visual Assessments

Stage 3: Learning Plan

Learning Activities

Lecture
 Class discussions
 Cooperative Learning structures
 Guided practice
 Oral and visual presentations

Projects

Technology infusion
 Differentiated Instruction
 Research

Resources

Easy Fiction books
 Fiction books
 Non-fiction books

Magazines
 Biographies
 Reference collection
 North End Virtual Media Center
 South End Virtual Media Center

Software

Read alouds

—Kidspiration
—Microsoft PowerPoint
—Microsoft Word
—Microsoft Publisher
Websites (Included in Virtual Media Centers)

Teacher-created instruction sheets
Worksheets



Information Literacy - Speaking

Collaboration

Stage 1: Desired Results

NJ Standards

2014 CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

2014 CCSS: Grade 3

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.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.3.1b. 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.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d. Explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- 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.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 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.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Enduring Understandings

Oral discussion helps to build connections to others and create opportunities for learning.

Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

A speaker's choice of words and style set a tone and define the message.

A speaker selects a form and organizational pattern based on the audience and purpose.

Essential Questions

How can discussion increase our knowledge and understanding of an idea(s)?

When is it appropriate to ask questions?

How do speakers express their thoughts and feelings?

How does the choice of words affect the message?

How does a speaker communicate so others will listen and understand the message?

Content

- A. Opportunities for discussion
- B. Word choice
- C. Oral presentation

Skills

- A. 1 Listen and follow a discussion in order to contribute appropriately
- A. 2 Stay focused on topic
- A. 3 Take turns
- A. 4 Support an opinion with details
- B. 1 Use vocabulary related to a particular topic
- B. 2 Adapt language to seek information
- C. 1 Use pictures to support oral presentation
- C. 2 Use appropriate strategies to prepare, rehearse, and deliver an oral presentation, such as word choice, expression, eye contact and volume

Stage 2: Assessment Evidence

Assessments

Formative: Exhibition

Teacher observation of students' class participation

Formative: Oral Report

PowerPoint presentations

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class discussions
- Cooperative Learning structures
- Guided practice
- Oral and visual presentations
- Performances
 - Readers' Theater
 - Puppets
- Projects
- Technology infusion
- Differentiated Instruction
- Research
- Read alouds

Resources

- Easy Fiction books
- Fiction books
- Non-fiction books
- Biographies
- Reference collection
- Software
 - Microsoft PowerPoint
- Websites (included in Virtual Media Centers)
- Puppets
- Flannel board
- Teacher-created instruction sheets
- Worksheets



Information Literacy - Listening

Collaboration

Stage 1: Desired Results

NJ Standards

2014 CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

2014 CCSS: Grade 3

Speaking and Listening

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- SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d. Explain their own ideas and understanding in light of the discussion.

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4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- 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.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Enduring Understandings

Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.

Effective listeners are able to interpret and evaluate increasingly complex messages.

Essential Questions

Can one hear but not listen?

How does a listener understand a message?

Content

- A. Active listening
- B. Listening comprehension

Skills

- A. 1 Connect messages heard to prior knowledge and experiences
- A. 2 Exchange information through verbal and nonverbal messages
- B. 1 Follow two and three-step directions
- B. 2 Listen to a story read aloud and/or information from television or film, and summarize main ideas
- B. 3 Paraphrase information shared by others

Stage 2: Assessment Evidence

Assessments

Formative: Exhibition

Teacher observation of students' class participation

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class discussions
- Cooperative Learning structures
- Guided practice
- Oral and visual presentations
- Performances
 - Readers' Theater
 - Puppets
- Projects
- Technology infusion
- Differentiated Instruction
- Research
- Read alouds

Resources

- Easy Fiction books
- Fiction books
- Non-fiction books
- Biographies
- TumbleBook Library Online
- North End Virtual Media Center
- South End Virtual Media Center
- Educational games
- Video and DVD collections
- Software
 - Kidspiration
 - Microsoft PowerPoint
- Websites (included in Virtual Media Centers)
- Puppets
- Flannel board
- CDs and audio tapes



Information Literacy - Viewing Media

Collaboration

Stage 1: Desired Results

NJ Standards

2014 CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

2014 CCSS: Grade 3

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.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).

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.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.3.1b. 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).

Enduring Understandings

People experience the same media message differently.

Essential Questions

What's the media message?

Content

A. Meaning

Skills

A. 1 Begin to demonstrate an awareness of different media forms and how they contribute to communication.

A. 2 Identify the central theme and main idea found in different media.

Stage 2: Assessment Evidence

Assessments

Formative: Exhibition

Teacher observation of students' class participation

Stage 3: Learning Plan

Learning Activities

Lecture

Class discussions

Cooperative Learning structures

Oral and visual presentations

Projects

Technology infusion

Differentiated Instruction

Resources

TumbleBook Library Online

North End Virtual Media Center

South End Virtual Media Center

Educational games

Video and DVD collections

Websites (included in Virtual Media Centers)

