



Unit 2 Module B
Topic: Informational
Ready, Go! Reading

GRADE 3



Week	Code	Lesson	Book Title	Grade	Topic Objective	Language	Reading Strategies	Writing Strategy
	RC.3.2 RI.3.2	1	City, Missouri	Identifying authors' purposes: describe, inform, persuade, and entertain.	Understanding the importance of a text and its author's purpose. Explain how they support the main idea.			
	L.3.2.4 RI.3.2	2	City, Missouri	Explain how authors' purposes affect the content and style of their writing.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	RC.3.2 RI.3.2	3	City, Missouri	Identifying authors' purposes: describe, inform, persuade, and entertain.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	RC.3.2 RI.3.2	4	What is a Community? (Book A, B)	Identifying authors' purposes: describe, inform, persuade, and entertain.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	L.3.2.4 RI.3.2	5	What is a Community? (Book A, B)	Explain how authors' purposes affect the content and style of their writing.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	RC.3.2 RI.3.2	6	What is a Community? (Book A, B)	Identifying authors' purposes: describe, inform, persuade, and entertain.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	RC.3.2 RI.3.2	7	What is a Community? (Book A, B)	Identifying authors' purposes: describe, inform, persuade, and entertain.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	L.3.2.4 RI.3.2	8	What is a Community? (Book A, B)	Explain how authors' purposes affect the content and style of their writing.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	RC.3.2 RI.3.2	9	What is a Community? (Book A, B)	Identifying authors' purposes: describe, inform, persuade, and entertain.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	L.3.2.4 RI.3.2	10	What is a Community? (Book A, B)	Explain how authors' purposes affect the content and style of their writing.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	RC.3.2 RI.3.2	11	What is a Community? (Book A, B)	Identifying authors' purposes: describe, inform, persuade, and entertain.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	RC.3.2 RI.3.2	12	What is a Community? (Book A, B)	Identifying authors' purposes: describe, inform, persuade, and entertain.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	RC.3.2 RI.3.2	13	What is a Community? (Book A, B)	Identifying authors' purposes: describe, inform, persuade, and entertain.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	RC.3.2 RI.3.2	14	What is a Community? (Book A, B)	Identifying authors' purposes: describe, inform, persuade, and entertain.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	RC.3.2 RI.3.2	15	What is a Community? (Book A, B)	Identifying authors' purposes: describe, inform, persuade, and entertain.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	RC.3.2 RI.3.2	16	What is a Community? (Book A, B)	Identifying authors' purposes: describe, inform, persuade, and entertain.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	RC.3.2 RI.3.2	17	What is a Community? (Book A, B)	Identifying authors' purposes: describe, inform, persuade, and entertain.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	RC.3.2 RI.3.2	18	What is a Community? (Book A, B)	Identifying authors' purposes: describe, inform, persuade, and entertain.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	RC.3.2 RI.3.2	19	What is a Community? (Book A, B)	Identifying authors' purposes: describe, inform, persuade, and entertain.	Understand the main idea and supporting details of a text and explain how they support the main idea.			
	RC.3.2 RI.3.2	20	What is a Community? (Book A, B)	Identifying authors' purposes: describe, inform, persuade, and entertain.	Understand the main idea and supporting details of a text and explain how they support the main idea.			

Third Grade Ready Gen Units Of Study

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Lessons and Units for Closer Reading, Grades 3-6 Nancy Boyles, 2015-02-03 Ready to go units to ramp up close reading Want a yearlong close reading curriculum to insert in your literacy block You've got it Nancy Boyles Lessons Units for Closer Reading features 32 lessons based on readily available complex picture books and organized by eight learning pathways for approaching literature and information Get started right away with the help of Short nonfiction articles to kick off each unit Assessment tasks rubrics planning templates and more Links to 20 instructional video segments Page by page text dependent questions for every book With Closer Reading Nancy expertly delivered answers to the why and how of close reading Now with this phenomenal sequel you're treated to her playbook

Mathematics Unit Planning in a PLC at Work®, Grades 3--5 Sarah Schuhl, Timothy D. Kanold, Jennifer Deinhart, Matthew R. Larson, Mona Toncheff, 2020-03-24 Build collaborative teacher teams committed to fostering student self efficacy and increasing achievement in mathematics Part of the Every Student Can Learn Mathematics series this practical resource provides a framework for collectively planning a unit of study in grades 3-5 Grade level teams will learn how to work together to perform key tasks from unwrapping standards and creating team unit calendars to determining academic vocabulary and designing robust fraction units Help your team identify what students need to know by the end of each unit and build student self efficacy Understand how to collaboratively plan thematic units in grades 3-5 Study the seven unit planning elements and learn how to incorporate each in essential unit design Review the role of the PLC at Work process in enhancing collaborative student learning and teacher collaboration Observe three model fraction units one for each grade level Receive tools and templates for effective unit planning Contents Introduction by Timothy D Kanold Part 1 Mathematics Unit Planning and Design Elements Chapter 1 Planning for Student Learning of Mathematics in Grades 3-5 Chapter 2 Unit Planning as a Collaborative Mathematics Team Part 2 Fraction Unit Examples Grades 3-5 Chapter 3 Grade 3 Unit Fraction Understanding Chapter 4 Grade 4 Unit Fraction Equivalence Addition and Subtraction Chapter 5 Grade 5 Unit Fraction Addition and Subtraction Epilogue Mathematics Team Organization Appendix A Create a Proficiency Map Appendix B Checklist and Questions for Mathematics Unit Planning References and Resources [Resources in Education](#), 1995 **Education Series** University of Missouri, 1926

Third Grade Math with Confidence Instructor Guide Kate Snow, 2023-06-27 This scripted open and go program from math educator Kate Snow will give you the tools you need to teach math with confidence even if you've never taught math before Engaging hands on lessons will help your child develop a strong understanding of math step by step Multiplication and division facts to 100 Adding and subtracting numbers to 10 000 Area and perimeter Adding and subtracting fractions Multi step word problems Money elapsed time length weight capacity and geometry Your child will develop strong math skills and a positive attitude toward math with fun activities like the Fraction Diner the Chocolate Shop Escape the Maze and Division Crash All you'll need are this Instructor Guide the two Student Workbooks Part A and Part B and simple household items like

play money base ten blocks and a ruler to make math come alive for your child Hands on incremental lessons that steadily build conceptual understanding Daily review to ensure children retain what they ve learned and master essential skills Games and pretend activities make math fun Easy to use with clear directions and explanatory notes Delightful and optional enrichment lessons with picture book recommendations and real life math application activities *A Study of High School Seniors of Superior Ability* Emmett Lee Schott,1926 **Research in Education** ,1972 **United States Army in World War II.: Special studies** Ulysses Lee,1966 *The Texas Outlook* ,1927 **Subcommittee No. 3 Consideration of H.R. 9634, H.R. 2500, H.R. 2501, H.R. 2502, H.R. 2509, H.R. 10328, and H.R. 10744** United States. Congress. House. Committee on Armed Services. Subcommittee No. 3,1964 Committee Serial No 50 Considers miscellaneous grade ceilings and pay revisions flight instruction programs travel allowances and loan of equipment to the Girl Scouts **Large-Scale Studies in Mathematics Education** James A. Middleton,Jinfa Cai,Stephen Hwang,2015-05-05 In recent years funding agencies like the Institute of Educational Sciences and the National Science Foundation have increasingly emphasized large scale studies with experimental and quasi experimental designs looking for objective truths Educational researchers have recently begun to use large scale studies to understand what really works from developing interventions to validation studies of the intervention and then to efficacy studies and the final scale up for large implementation of an intervention Moreover modeling student learning developmentally taking into account cohort factors issues of socioeconomics local political context and the presence or absence of interventions requires the use of large data sets wherein these variables can be sampled adequately and inferences made Inroads in quantitative methods have been made in the psychometric and sociometric literatures but these methods are not yet common knowledge in the mathematics education community In fact currently there is no volume devoted to discussion of issues related to large scale studies and to report findings from them This volume is unique as it directly discusses methodological issue in large scale studies and reports empirical data from large scale studies **AV Guide** ,1939 **University of Missouri-Columbia Bulletin** ,1925 **Effective Teaching** Gilbert H. Hunt,Dennis G. Wiseman,Timothy J. Touzel,2009 Schools today have transcended from the chalkboard to the whiteboard and are populated by students who are not frightened to use the technology of this new age of learning During this period of dynamic change teachers must be ready to meet the challenges of preparing students for a global society characterized by diversity and ever increasing expectations Early Childhood Mathematics Education Research Julie Sarama,Douglas H. Clements,2009-04-01 This important new book synthesizes relevant research on the learning of mathematics from birth into the primary grades from the full range of these complementary perspectives At the core of early math experts Julie Sarama and Douglas Clements s theoretical and empirical frameworks are learning trajectories detailed descriptions of children s thinking as they learn to achieve specific goals in a mathematical domain alongside a related set of instructional tasks designed to engender those mental processes and move children through a developmental progression of levels of thinking

Rooted in basic issues of thinking learning and teaching this groundbreaking body of research illuminates foundational topics on the learning of mathematics with practical and theoretical implications for all ages Those implications are especially important in addressing equity concerns as understanding the level of thinking of the class and the individuals within it is key in serving the needs of all children **Digest of Public General Bills and Resolutions** Library of Congress.

Congressional Research Service,1981 **California Quarterly of Secondary Education** ,1928 **Teachers' Handbook for Use by Teachers in Rural Elementary Schools, Developed Through the Collaboration of Latin American and United States Educators Under the Direction of Ann Nolan Clark** United States. Inter-American Affairs Institute,1953

Teachers' Handbook for Use by Teachers in Rural Elementary Schools Institute of Inter-American Affairs (U.S.),1953
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