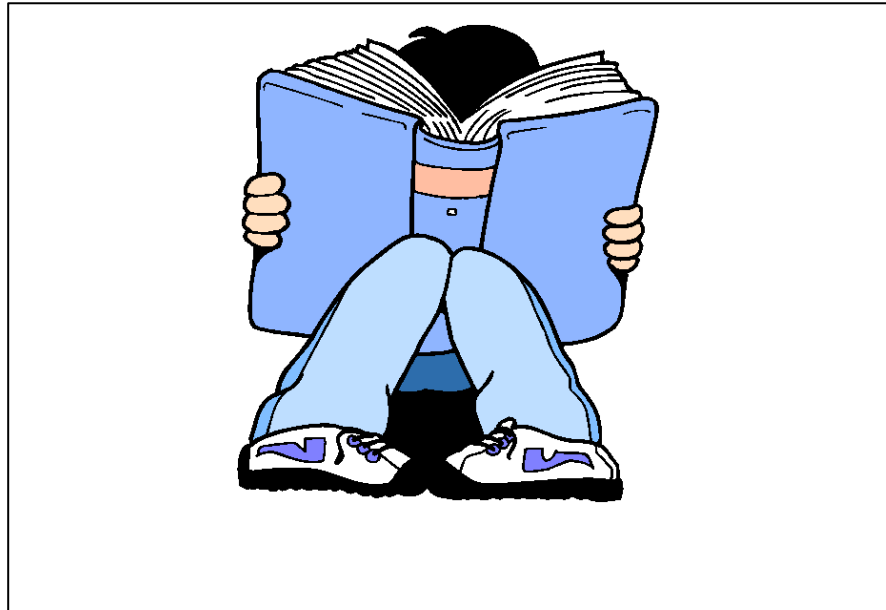


ENGLISH LANGUAGE ARTS



Grade 3: Unit 1 Reading

Literature & Informational Text

Narrative Writing

Course Description

(Workshop Model)

Third grade English consists of reading, writing, speaking, listening and media literacy skills. During the block of literacy instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The 3rd grade curriculum is designed around universal themes and essential questions to promote literary analysis of reading, incorporation of textual evidence when writing and to encourage students to engage in deep meaningful discussions to socialize intelligence. The students are exposed to multiple genres of reading and writing such as fiction, non-fiction, short stories, essays, novels, drama and poetry. Students will compose narrative, informational, expository, persuasive, and other pieces of writing required by the teacher. Writer's workshop is employed so that all students can improve their skills and voices as writers. The teachers will instruct students using the workshop model philosophy with the use of the "I DO, WE DO, YOU DO" method of instruction. Other skills such as grammar, vocabulary, listening and speaking are infused in the exploration of effective reading and writing. The 3rd grade English Language Arts course and instruction will lay the foundation for successful achievement in English. The New Jersey Student Learning Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future to compete successfully in the global economy.

Rationale

In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, the Essential Elements related to the standards from the Dynamic Learning Maps have been included for the special education students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.

ESL Framework

This ESL framework was designed to be used by bilingual, dual language, ESL and general education teachers. Bilingual and dual language programs use the home language and a second language for instruction. ESL teachers and general education or bilingual teachers may use this document to collaborate on unit and lesson planning to decide who will address certain components of the New Jersey Student Learning Standard (NJSLS) and language objective. ESL teachers may use the appropriate leveled language objective to build lessons for ELLs which reflects what is covered in the general education program. In this way, whether it is a pull-out or push-in model, all teachers are working on the same Student Learning Standard. The design of language objectives are based on the alignment of the World-Class Instructional Design Assessment (WIDA) Consortium's English Language Development (ELD) standards with the New Jersey Student Learning Standards. WIDA's ELD standards advance academic language development across content areas ultimately leading to academic achievement for English learners. As English learners are progressing through the six developmental linguistic stages, this framework will assist all teachers who work with English learners to appropriately identify the language needed to meet the requirements of the content standard. At the same time, the language objectives recognize the cognitive demand required to complete educational tasks. Even though listening and reading (receptive) skills differ from speaking and writing (expressive) skills across proficiency levels the cognitive function should not be diminished. For example, an Entering Level One student only has the linguistic ability to respond in single words in English with significant support from their home language. However, they could complete a Venn diagram with single words which demonstrates that they understand how the elements compare and contrast with each other or they could respond with the support of their home language (L1) with assistance from a teacher, para-professional, peer or a technology program.

Pacing Chart – Unit 1

Topic: Reading Literature and Informational Text
Opinion Writing

NJSLS

DISTRICT RESOURCES

Vocabulary: Oral Vocabulary, Words to Know (High-Frequency Words), Domain Specific Vocabulary, Selection Vocabulary, and Terms About Reading/Language Arts

Reading Instruction: Journeys: Education, The Court System, Volunteers, Engineering, Sports

Guided Reading: Teachers will meet daily with guided reading groups using the materials specific to their students’ reading level, with the end goal being students reading at level I by the end of first grade. Although teachers will be conducting running records as part of each unit assessment, running records may be conducted during the unit as students master the reading behaviors for the level they are currently on.

Writer’s Workshop: Journeys: Narrative Writing (Descriptive Paragraph, Dialogue, Personal Narrative, Prewrite a Personal Narrative, Draft a personal narrative)

Reading Standards:
Literature
RL.3.1, RL.3.2, RL.3.3 RL.3.4,
RL.3.7 RL.3.10
Informational
RI.3.1, RI.3.2, RI.3.4,
RI.3.6, RI.3.7, RI.3.9
RI.3.10
Reading Foundational Skills:
RF.3.3C. RF.3.4A,B,C,
Writing Standards:
W.3.1,A,B,D, W.3.3A,B,D
W.3.4, W.3.5, W.3.7, W.3.8
W.3.10
Language Standards:
L.3.1A,I,
L.3.2E,F,G, L.3.3.A,
L.3.4A,D, L.3.5.B,C
L.3.6
Speaking and Listening Standards:
SL.3.1A,B,C,D, SL.3.2, SL.3.3,
SL.3.4, SL.3.6

Instruction: 8 weeks
Assessment: 1 week

Effective Pedagogical Routines/Instructional Strategies

Collaborative problem solving

Writing to learn Making

thinking visible

Note-taking Rereading

& rewriting

Establishing text-based norms for discussions & writing

Establishing metacognitive reflection & articulation as a regular pattern

in learning

Quick writes

Pair/trio Sharing

Turn and Talk

Charting Gallery

Walks

Whole class discussions

Modeling

Word Study Drills

Flash Cards

Interviews

Role Playing

Diagrams, charts and graphs

Storytelling Coaching

Reading partners Visuals

Reading Aloud

Model (I Do), Prompt (We Do), Check (You Do)

Mind Mapping Trackers

Multiple Response Strategies

Choral reading

Reader's/Writer's Notebooks

Conferencing

Educational Technology

Standards

8.1.5.A.2, 8.1.5.C.1, 8.1.5.E.1

➤ **Technology Operations and Concepts**

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

Example: Students, after editing their opinion piece from Writer's Workshop, will publish their completed piece using a word processing application adding graphics.

➤ **Communication and Collaboration**

- Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

Example: Students will share their opinion pieces on changing the world with students from other schools.

➤ **Research and Information Literacy**

- Use digital 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.

Example: Students will use digital tools to locate, analyze, and evaluate information from a variety of sources an media to provide background information for their Writer's Workshop opinion piece.

www.state.nj.us/education/cccs/standards/8/

Computer Skills

Basic Computer Skills

- Turn the monitor off and on
- Turn the computer off and on
- Log onto the computer with user id
- Verbally identify computer parts
- Locate, save, and retrieve documents to and from student folders

Word Processing Skills

- Type, edit, and print documents
- Capital letter at the beginning of sentences
- Spacebar once between words and sentences
- Period/Question mark at the end of sentence
- Backspace/Delete to edit incorrect letters in a body of text
- Insert words into sentences and letters into words

Keyboarding Skills

- Demonstrate awareness of home row keys
- Demonstrate proper fingering of home row keys

Internet Skills

- Use the web browser to access the Paterson Public Schools site
- Use the web browser to access curriculum links and other resources

Publisher Skills

- Insert Word Art
- Insert Design Gallery object
- Insert, move, and resize text boxes and graphics

Career Ready Practices

Standards

CRP1, CRP5, CRP12

- **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students will demonstrate, in whole and small group reading activities, an understanding, respect and adherence to the classroom rules and expectations for active student participation i.e., thinking critically, problem solving, collaboration, listening, speaking and utilizing Accountable Talk.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Example: Students will demonstrate, through the Writer's Workshop Unit "Changing the World", and understanding of the impact of their beliefs and opinions.

· **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Example: In this unit, students will find ways to increase the engagement and contribution of all team members by participating in small group Accountable Talk discussions to identify details and the main idea of a story, based on text evidence.

<http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf>



WIDA Proficiency Levels: At the given level of English language proficiency, English language learners will process, understand, produce or use:

<p>6- Reaching</p>	<ul style="list-style-type: none"> · Specialized or technical language reflective of the content areas at grade level · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level · Oral or written communication in English comparable to proficient English peers
<p>5- Bridging</p>	<ul style="list-style-type: none"> · Specialized or technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports · Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
<p>4- Expanding</p>	<ul style="list-style-type: none"> · Specific and some technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs · Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
<p>3- Developing</p>	<ul style="list-style-type: none"> · General and some specific language of the content areas · Expanded sentences in oral interaction or written paragraphs · Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
<p>2- Beginning</p>	<ul style="list-style-type: none"> · General language related to the content area · Phrases or short sentences · Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support

1- Entering

- Pictorial or graphic representation of the language of the content areas
- Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> · Extra time for assigned tasks · Adjust length of assignment · Timeline with due dates for reports and projects · Communication system between home and school · Provide lecture notes/outline 	<ul style="list-style-type: none"> · Extra Response time · Have students verbalize steps · Repeat, clarify or reword directions · Mini-breaks between tasks · Provide a warning for transitions · Reading partners 	<ul style="list-style-type: none"> · Precise step-by-step directions · Short manageable tasks · Brief and concrete directions · Provide immediate feedback · Small group instruction · Emphasize multi-sensory learning 	<ul style="list-style-type: none"> · Teacher-made checklist · Use visual graphic organizers · Reference resources to promote independence · Visual and verbal reminders · Graphic organizers

<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> · Computer/whiteboard · Tape recorder · Spell-checker · Audio-taped books 	<ul style="list-style-type: none"> · Extended time · Study guides · Shortened tests · Read directions aloud 	<ul style="list-style-type: none"> · Consistent daily structured routine · Simple and clear classroom rules · Frequent feedback 	<ul style="list-style-type: none"> · Individual daily planner · Display a written agenda · Note-taking assistance · Color code materials

Differentiated Instruction

Accommodate Based on Students' Individual Needs: Strategies

- Leveled Text ·
 Chunking text
- Choice Board/Menu
- Tiered Instruction
- Small group instruction
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures (i.e., to facilitate vocabulary acquisition)
- Tiered learning centers
- Tiered questioning
- Data-driven student partnerships

Interdisciplinary Connections

Technology Connection 8.1.5.A.1

Students will use the internet to research engineering and how it relates to the building of bridges.

Students will use the internet to answer the following:

- What are the different types of bridges
- Why do engineers use different types of bridges for different situations?

Once the students' research is complete they can create a digital poster or presentation, or document and present their findings.

Science Connection 3-5-ETS1-3

-Students will be introduced to a wide variety of bridges. (arch, beam, trusses)

-Students will be given a single sheet of paper and design a bridge

-Students will design their bridge (that will be made with popsicle sticks) on a piece of graph paper

-Students will begin designing their physical bridge

Social Studies Connection 6.1.4.C.2

➤ **Teacher Created Materials Chocolate Touch Guide: Social Studies, Science, Math, Health, Art, and Music**

This full teachers guide offers a variety of resources to turn the, *The Chocolate Touch* into a cross curricular unit.

<http://coe3rdgradereading.wikispaces.com/file/view/The+Chocolate+Touch.pdf>

➤ **Video on the History of Chocolate: Social Studies, Technology**

This short animated you tube video takes students on a journey through the history of chocolate.

<http://www.youtube.com/watch?v=XrIFGfZyvGs>

➤ **All About Chocolate: Field Museum: Social Studies, Science, Math, and Technology**

If you crave more information about Chocolate, you can visit The Field Museum. On this site you will find plenty of information starting from the history of chocolate to making chocolate. There is also list of books and films that explore major concepts of chocolate. In addition there are an abundance of interactive resources for kids and teacher resources just a click away.

Enjoy!<http://archive.fieldmuseum.org/chocolate/about.html>

Enrichment

Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Assessments

Required District/State Assessments

- Study Island
- DRA2
- End of Unit Assessment
- Writing Essays
- Formative and Summative Benchmarks
- PARCC

Suggested Formative/Summative Classroom Assessments

- Short constructed response questions ·
- Multiple Choice questions
- Quizzes ·
- Journals ·
- Essays
- Quick writes
- Summative chapter test ·
- Projects
- Portfolio ·
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools) ·
- Homework
- Anecdotal Notes
- Student Conferencing

Grade: 3	ELA Standards	Standards in Each Lesson				
		1	2	3	4	5
LANGUAGE						
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
L.3.1A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	X			X	
L.3.1B	Form and use regular and irregular plural nouns.					X
L.3.1C	Use abstract nouns (e.g., <i>childhood</i>).					
L.3.1D	Form and use regular and irregular verbs.					
L.3.1E	Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.					
L.3.1F	Ensure subject-verb and pronoun-antecedent agreement.					
L.3.1G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.					
L.3.1H	Use coordinating and subordinating conjunctions.			X	X	
L.3.1I	Produce simple, compound, and complex sentences.	X	X	X	X	
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
L.3.2A	Capitalize appropriate words in titles.				X	
L.3.2B	Use commas in addresses.					X
L.3.2C	Use commas and quotation marks in dialogue.		X			
L.3.2D	Form and use possessives.					

L.3.2E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	X	X	X	X	X
L.3.2F	Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.	X	X	X	X	X
L.3.2G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	X	X	X	X	X
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
L.3.3A	Choose words and phrases for effect.	X	X	X		
L.3.3B	Recognize and observe differences between the conventions of spoken and written standard English.		X			

L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.					
L.3.4A	Use sentence-level context as a clue to the meaning of a word or phrase.	X				X
L.3.4B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).				X	X
L.3.4C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	X			X	X
L.3.4D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	X	X	X	X	X
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.					
L.3.5A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).					X
L.3.5B	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	X	X	X	X	X
L.3.5C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	X				
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	X	X	X	X	X
READING: FOUNDATIONAL SKILLS						
RF.3.3A	Identify and know the meaning of the most common prefixes and derivational suffixes.					
RF.3.3B	Decode words with common Latin suffixes.					
RF.3.3C	Decode multisyllable words.	X	X	X	X	
RF.3.3D	Read grade-appropriate irregularly spelled words.					
RF.3.4A	Read grade-level text with purpose and understanding.	X	X	X	X	
RF.3.4B	Read grade-level prose and poetry orally with accuracy.	X		X	X	
RF.3.4C	Use an appropriate rate while reading aloud.	X				
RF.3.4D	Read with expression on successive readings.					
RF.3.4E	Use context to confirm or self-correct word recognition and understanding.					
RF.3.4F	Reread as necessary.					

RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X	X	X	X	
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	X	X	X	X	
RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	X	X	^A X	X	
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.					
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.				X	X
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.					
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).	X	X	X	X	X XX
RL.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).					
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	X	X	X	X	X
READING: INFORMATIONAL TEXT						
RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X	X	X	X	X
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.					X
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.					X
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.					X
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.					

RI.3.6	Distinguish their own point of view from that of the author of a text.					
RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	X	X		X	X

RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.					X
RI.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.	X	X	X	X	X
RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	X	X	X	X	X
WRITING						
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.	X	X	X	X	X
W.3.1B	Provide reasons that support the opinion.	X	X	X	X	X
W.3.1C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.					
W.3.1D	Provide a conclusion.	X	X	X	X	
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 text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.					
W.3.2B	Develop the topic with facts, definitions, and details.					
W.3.2C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.					
W.3.2D	Provide a conclusion.					
W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.					
W.3.3A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	X	X	X	X	
W.3.3B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	X	X	X	X	

W.3.3C	Use temporal words and phrases to signal event order.		X	X		
W.3.3D	Provide a sense of closure.	X	X	X		
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.)	X	X	X		X
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,	X	X	X	X	X

	and editing.					
W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.					X
W.3.7	Conduct short research projects that build knowledge about a topic.	X			X	
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	X		X	X	X
W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	X	X	X	X	X
SPEAKING AND LISTENING						
SL.3.1A	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	X	X	X	X	X
SL.3.1B	Follow agreed-upon norms 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).	X	X	X	X	X
SL.3.1C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	X	X	X	X	X
SL.3.1D	Explain their own ideas and understanding in light of the discussion.	X	X	X	X	X
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	X		X		
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	X	X	X	X	
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.	X		X		
SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.					
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	X	X	X		X

Grade: 3	Unit: 1	Topic: Reading Literature/Informational Text and Opinion Writing	
<p>Standards: NJSLS:</p> <p>Reading Literature: RL.3.1, RL.3.2, RL.3.3 RL.3.4, RL.3.7 RL.3.10 Reading Informational Text: RI.3.1, RI.3.2, RI.3.4, RI.3.6, RI.3.7, RI.3.9</p> <p>Reading Foundational Skills: RF.3.3C, RF.3.4A,B,C, Writing: W.3.1,A,B,D, W.3.3A,B,D W.3.4, W.3.5, W.3.7, W.3.8 W.3.10</p> <p>Speaking and Listening: SL.3.1A,B,C,D, SL.3.2, SL.3.3, SL.3.4, SL.3.6 Language: L.3.1A,I,L.3.2E,F,G, L.3.3.A, L.3.4A.D, L.3.5.B,C L.3.6</p>			

<p><u>New Jersey Student Learning Standard (NJSLS) RL.3.1</u></p> <p>Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.</p> <p>Essential Element of the NJSLS: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>			
Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters

<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students -High Group 	<ul style="list-style-type: none"> · Closely read a text to demonstrate understanding · Make a personal connection, make connections to other texts, and/or make global connections when relevant · Refer to specific text to support answers to craft 	<ul style="list-style-type: none"> ▪ Who or what is this text about? ▪ Where in the text can you find the answer? ▪ What in the text leads you to that answer? ▪ What are the main ideas in the reading? ▪ How can I retell the story in sequential 	<ul style="list-style-type: none"> · Students will develop higher level thinking questions about a text referring explicitly to the text and discuss with a partner. · Teach children to answer a question while staying active with question toss. · Ask a question then throw the ball to a student. The student answers the question then asks a related follow-up question.
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	<p>questions</p> <ul style="list-style-type: none"> · Explicitly locate evidence in the text to support answers and to craft questions of a factual nature · Answer and ask both factual questions and inferential questions that require reasoning from the reader 	<p>order?</p>	
<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education · Students - Mid Group 	<ul style="list-style-type: none"> · Ask and answer questions (who, what, when, why, where) · Refer to the text for answers · Synthesize information from the text in order to answer questions about the text · Form and ask questions · Understand the details in the text 	<ul style="list-style-type: none"> ▪ Who or what is this text about? ▪ Where in the text can you find the answer? ▪ How can I retell the story in sequential order? 	<ul style="list-style-type: none"> · Students will select higher level thinking questions about a text from a list of options referring explicitly to the text. They will chart the questions on a T-chart and discuss the questions with a partner. The students can then chart their answers on the chart. · Teach children to answer a question by modeling while staying active with question toss. · Provide students with a list of sample questions for an appropriately leveled text. · Ask a question then throw the ball to a student. The student answers the question then asks a related follow-up question from the list or they may develop it on their own.

<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking 	<ul style="list-style-type: none"> · Ask and answer questions (who, when, where) · Refer to the text, while also referring to 	<ul style="list-style-type: none"> ▪ Who or what is this text about? ▪ In which paragraph can 	<ul style="list-style-type: none"> · Students will select questions from a list of questions referring explicitly to the text and discuss the question with a partner.
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<ul style="list-style-type: none"> Special Education Students - Low Group 	<ul style="list-style-type: none"> illustrations for support, for answers Synthesize information from the text while using illustrations for support, in order to answer questions about the text Ask questions Understand the details in the text 	<p>you find the answer?</p> <ul style="list-style-type: none"> Is this the main idea? Which of these details can be used to show _____? Which of these shows the story in sequential order? 	<ul style="list-style-type: none"> Teach children to answer a question by modeling while staying active with question toss. Provide students with a list of sample questions for an appropriately leveled text. Ask a who/what/where question then throw the ball to a student. The student answers the question then asks a related follow-up question from the list or they may develop it on their own.
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Sample Test Released Item: EBSR (VH010800)

Associated Text: "Coyote and Fire"

Task:

Part A:

What is the meaning of **trudged** as it is used in paragraph 10?

- A. leaped high
- B. curled tightly
- C. walked slowly
- D. floated around

Part B:

Which sentence from the folktale helps the reader understand the meaning of **trudged**?

- A. "That night Coyote climbed the snow-covered mountain where the skookums lived." (paragraph 4)
- B. "His feet barely touched the ground." (paragraph 13)
- C. "Just at that moment Cougar jumped out, seized the burning stick, and disappeared down the mountainside." (paragraph 14)
- D. "That's when Antelope took the stick of Fire, sped across a meadow, and handed it to Deer." (paragraph 16)

New Jersey Student Learning Standard (NJSL) RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

Essential Element of the NJSL: Associate details with events in stories from diverse cultures.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details · Determine central message or theme · Identify patterns in details · Determine central messages or main ideas in a text · Identify details to support the main idea · Analyze how the details of the text help to support and reveal the central idea of theme 	<ul style="list-style-type: none"> ▪ What information does the author use to support the main idea? ▪ How do the details of the text support the main idea? ▪ Where can I locate the main idea in the story? ▪ How can I summarize the text orally? ▪ How can I explain the key details? 	<ul style="list-style-type: none"> · Read articles/magazines to determine the main idea. · Create a hand shaped graphic organizer. In the palm write the main idea. Fingers are for supporting details. · Given an excerpt students will read and identify the main idea/supporting details.

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid 	<ul style="list-style-type: none"> · Retell stories · Distinguish between different genres · Determine the central message 	<ul style="list-style-type: none"> ▪ What is the central message of the story? ▪ What words/phrases (from a list of word) help you determine the idea of the story? 	<ul style="list-style-type: none"> · Given a story teacher will read the story aloud and students will discuss the central message using anchor charts and sentence starters. · Students will retell the story using a story map.
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Group			<ul style="list-style-type: none"> Teacher will show videos about diverse cultures and students will develop an anchor chart as a whole group.
<ul style="list-style-type: none"> ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group 	<ul style="list-style-type: none"> Retell stories Distinguish between different genres Determine the central message 	<ul style="list-style-type: none"> Is the story about _____ or _____? What pictures help you determine the idea of the story? 	<ul style="list-style-type: none"> Given a story teacher will read the story aloud and students will use picture cues to point/discuss the central message. Students will retell the story by drawing pictures and using word/phrases on a story map Teacher will show videos about diverse cultures and teacher will display images to assist students in developing an anchor chart as a whole group.

Sample Test Released Item: EBSR (0815_A)

(Copyright restrictions prevent “Adorable Dormice” by Hannah Schardt from being displayed in this format. Please refer to the November 2011 issue of *Ranger Rick* magazine, accessible through your local library.)

Task:

Part A:

According to the article, how does torpor benefit dormice?

- A. Torpor allows dormice to keep up their strength.
- B. Torpor lets dormice sleep for months.
- C. Torpor enables dormice to hunt for food at night.
- D. Torpor assists dormice in locating meals.

Part B:

Which sentence from the article supports the answer to Part A?

- A. "...it's a great place to find bugs and such." (paragraph 9)
- B. "They need to fatten up-sometimes doubling their weight-for the long winter sleep ahead." (paragraph 10)
- C. "Dormice are nocturnal." (paragraph 11)
- D. "This helps them save their energy while food is scarce." (paragraph 12)

<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSL) RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Essential Element of the NJSL: Determine words and phrases that complete literal sentences in a text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) · Differentiate between literal and nonliteral language 	<ul style="list-style-type: none"> ▪ Can you tell me what this word or phrase means? ▪ What do you think the author is trying to say when he/she uses that phrase? ▪ What phrases are literal, or non-literal, in meaning? ▪ Can you change this phrase from literal to non-literal (idiomatic expressions) to literal? ▪ What clues can you find in the sentence or paragraph that can help you figure out the meaning of that word or phrase? 	<ul style="list-style-type: none"> · Determine word and phrase meaning through context · Distinguish between literal and non-literal language

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Distinguish between words, phrases and sentences · Distinguish between literal and non-literal 	<ul style="list-style-type: none"> ▪ Can you tell me what this word or phrase means? ▪ Which words in the story are literal? ▪ What is the author trying to say? 	<ul style="list-style-type: none"> · While teacher is reading a story students will highlight unknown words and in groups use clues from the text determine the meaning of those words
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Distinguish between words, phrases and sentences · Distinguish between literal and non-literal · Understand idioms 	<ul style="list-style-type: none"> ▪ Can you tell me what this word or phrase means? ▪ Which words in the story are literal? 	<ul style="list-style-type: none"> · While teacher is reading a story students will highlight unknown words and select meaning from a word bank. · When given a list of idioms and pictures, students match the correct idiom to the picture.

Sample Test Released Item: EBSR (VF651218)

Associated Text: "How Big Bear Stuck to the Sky"

Task:

Part A:

Which phrase matches the meaning of frigid as it is used in paragraph 6 of "How Big Bear Stuck to the Sky"?

- A. very cold
- B. very thick
- C. full of light
- D. full of stars

Part B:

Which detail from "How Big Bear Stuck to the Sky" best supports the answer to Part A?

- A. "...across frozen lakes and rivers." (paragraph 5)
- B. "...caused the tiniest of cracks to appear". (paragraph 12)
- C. "...sent its rays through the hole..."(paragraph 14)
- D. "...you will Ursa Major..."(paragraph 21)

New Jersey Student Learning Standard (NJSL) RL.3.6

Distinguish their own point of view from that of the narrator or those of the characters

Essential Element of the NJSL: Identify personal point of view about a text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· <i>ESL Levels 4-5</i>· WIDA 2: Reading, Speaking· Special Education Students - High Group	<ul style="list-style-type: none">· Establish the point of view of a text· Determine how the reader's point of view is different from the narrator's or the characters· Compare the reader's point of view with the author's point of view	<ul style="list-style-type: none">▪ Who is telling the story in this selection?▪ Who is the narrator?▪ Is this selection written in first person? How do you know? What word gives you clues?▪ Is this selections written in third person? How do you know? What word gives you clues?▪ What do you think happened about has happened so far?	<ul style="list-style-type: none">· Understand point of view· Know what is meant by "first person"· Know what is meant by "third person"

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education 	<ul style="list-style-type: none"> · Understand point of view of text · Know what is meant by first and third person 	<ul style="list-style-type: none"> ▪ What is the point of view of the text? ▪ Who is the narrator? ▪ Why might my point of 	<ul style="list-style-type: none"> - Student will read appropriately leveled text and discuss their point of view of the story. - Using a graphic organizer, students will discuss different points of view from the
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<p>Students - Mid Group</p>	<ul style="list-style-type: none"> · Demonstrate understanding of author's purpose · Determine information from the text 	<p>view being different from the author?</p>	<p>text.</p> <ul style="list-style-type: none"> - Given an appropriately leveled text with illustrations, students will compare their point of view using simple sentences/illustrations
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education · Students - Low Group 	<ul style="list-style-type: none"> · Understand the meaning of a text · Know what is meant by first and third person · Demonstrate understanding of author's intent · Determine information from the text · Understand pronouns 	<ul style="list-style-type: none"> ▪ What does the text say? ▪ Who is telling the story? ▪ Do the characters have different opinions? ▪ What is the story about? 	<ul style="list-style-type: none"> - Students will read text and write/draw what the story is about - Using a graphic organizer students will illustrate/write the different opinions in the story - Given a portion of the text student will identify different point of view

New Jersey Student Learning Standard (NJSL) RI.3.1

Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

Essential Element of the NJSL: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Closely read a text to demonstrate understanding · Make a personal connection, make connections to other texts, and/or make global connections when relevant · Refer to specific text to support answers to craft questions · Explicitly locate evidence in the text to support answers and to craft questions of a factual nature · Answer and ask both factual questions and inferential questions that require reasoning from the reader 	<ul style="list-style-type: none"> ▪ Who or what is this text about? ▪ Where in the text can you find the answer? ▪ What in the text leads you to that answer? ▪ What are the main ideas in the reading? ▪ How can I retell the text in sequential order? 	<ul style="list-style-type: none"> · Students will develop higher level thinking questions about a text referring explicitly to the text and discuss with a partner. · Teach children to answer a question while staying active with question toss. · Ask a question then throw the ball to a student. The student answers the question then asks a related follow-up question.

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Ask and answer questions (who, what, when, why, where) · Refer to the text for answers · Synthesize information from the text in order to answer questions about the text · Form and ask questions · Understand the details in the text 	<ul style="list-style-type: none"> ▪ Who or what is this text about? ▪ Where in the text can you find the answer? ▪ How can I retell the text in sequential order? 	<ul style="list-style-type: none"> · Students will select higher level thinking questions about a text from a list of options referring explicitly to the text. They will chart the questions on a T-chart and discuss the questions with a partner. The students can then chart their answers on the chart. · Teach children to answer a question by modeling while staying active with question toss. · Provide students with a list of sample questions for an appropriately leveled text. · Ask a question then throw the ball to a student. The student answers the question then asks a related follow-up question from the list or they may develop it on their own.
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Ask and answer questions (who, when, where) · Refer to the text, while also referring to illustrations for support, for answers · Synthesize information from the text while using illustrations for support, in order to answer questions about the text · Ask questions · Understand the details in the text 	<ul style="list-style-type: none"> ▪ Who or what is this text about? ▪ In which paragraph can you find the answer? ▪ Is this the main idea? ▪ Which of these details can be used to show _____? ▪ Which of these shows the text in sequential order? 	<ul style="list-style-type: none"> · Students will select questions from a list of questions referring explicitly to the text and discuss the question with a partner. · Teach children to answer a question by modeling while staying active with question toss. · Provide students with a list of sample questions for an appropriately leveled text. · Ask a who/what/where question then throw the ball to a student. The student answers the question then asks a related follow-up question from the list or they may develop
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			it on their own.
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Sample Test Released Item: EBSR (VH010800)

Associated Text: "Coyote and Fire"

Task:

Part A:

What is the meaning of **trudged** as it is used in paragraph 10?

E. leaped high

F. curled tightly

G. walked slowly

H. floated around

Part B:

Which sentence from the folktale helps the reader understand the meaning of **trudged**?

E. "That night Coyote climbed the snow-covered mountain where the skookums lived." (paragraph 4)

F. "His feet barely touched the ground." (paragraph 13)

G. "Just at that moment Cougar jumped out, seized the burning stick, and disappeared down the mountainside." (paragraph 14)

H. "That's when Antelope took the stick of Fire, sped across a meadow, and handed it to Deer." (paragraph 16)

New Jersey Student Learning Standard (NJSL) RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Essential Element of the NJSL: Identify details in a text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details · Determine central message or theme · Identify patterns in details · Determine central messages or main ideas in a text · Identify details to support the main idea · Analyze how the details of the text help to support and reveal the central idea of theme 	<ul style="list-style-type: none"> ▪ What information does the author use to support the main idea? ▪ How do the details of the text support the main idea? ▪ Where can I locate the main idea in the text? ▪ How can I summarize the text orally? ▪ How can I explain the key details? 	<ul style="list-style-type: none"> · Read articles/magazines to determine the main idea. · Create a hand shaped graphic organizer. In the palm write the main idea. Fingers are for supporting details. · Given an excerpt students will read and identify the main idea/supporting details.

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Determine the main idea · Recount the key details 	<ul style="list-style-type: none"> ▪ Which of the following sentences is information the author uses to support the main idea? ▪ Where can I locate the main idea in the story? ▪ How can I summarize 	<ul style="list-style-type: none"> · Read appropriately leveled articles/magazines to determine the main idea. · Create a hand shaped graphic organizer. In the palm write the main idea. Fingers are for supporting details. · Given an excerpt students will read and
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		the text orally?	identify the main idea/supporting details.
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Determine the main idea · Recount the key details 	<ul style="list-style-type: none"> ▪ Which of the following information does the author use to support the main idea? ▪ Where can I locate the main idea in the story? ▪ Can you summarize the text by _____? ▪ Is this paragraph about _____ or _____? ▪ Which paragraph shows _____? ▪ Which illustration best shows what the text is about? 	<ul style="list-style-type: none"> · Read appropriately leveled articles/magazines with visuals/illustrations to determine the main idea. · Create a hand shaped graphic organizer. In the palm write the main idea from a list of given main ideas. Select five supporting details from a list and write them in the fingers of the graphic organizer. · Given a paragraph and referring to illustrations from the story, students will read and identify the main idea/supporting details.

Sample Test Released Item: EBSR (0815_A)

(Copyright restrictions prevent “Adorable Dormice” by Hannah Schardt from being displayed in this format. Please refer to the November 2011 issue of *Ranger Rick* magazine, accessible through your local library.)

Task:

Part A:

According to the article, how does torpor benefit dormice?

E. Torpor allows dormice to keep up their strength.

F. Torpor lets dormice sleep for months.

G. Torpor enables dormice to hunt for food at night.

H. Torpor assists dormice in locating meals.

Part B:

Which sentence from the article supports the answer to Part A?

E. "...it's a great place to find bugs and such." (paragraph 9)

F. "They need to fatten up-sometimes doubling their weight-for the long winter sleep ahead." (paragraph 10)

G. "Dormice are nocturnal." (paragraph 11)

H. "This helps them save their energy while food is scarce." (paragraph 12)

New Jersey Student Learning Standard (NJSLS) RI.3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area

Essential Element of the NJSLS: Determine words and phrases that complete literal sentences in a text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· <i>ESL Levels 4-5</i>· WIDA 2: Reading, Speaking· Special Education Students - High Group	<ul style="list-style-type: none">· Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific)· Differentiate between literal and nonliteral language	<ul style="list-style-type: none">▪ Can you tell me what this word or phrase means?▪ What do you think the author is trying to say when he/she uses that phrase?▪ What clues can you find in the sentence or paragraph that can help you figure out the meaning of that word or phrase?	<ul style="list-style-type: none">· Determine word and phrase meaning through context

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Distinguish between words, phrases and sentences · Distinguish between literal and non-literal 	<ul style="list-style-type: none"> ▪ Can you tell me what this word or phrase means? ▪ What is the author trying to say? 	<ul style="list-style-type: none"> - While teacher is reading a text students will highlight unknown words and in groups use clues from the text determine the meaning of those words
<ul style="list-style-type: none"> · ESL Levels 1-2.4 	<ul style="list-style-type: none"> · Distinguish between 	<ul style="list-style-type: none"> ▪ Can you tell me what 	<ul style="list-style-type: none"> - While teacher is reading a text students

<ul style="list-style-type: none">· WIDA 2: Reading, Speaking· Special Education Students - Low Group	<p>words, phrases and sentences</p> <ul style="list-style-type: none">· Distinguish between literal and non-literal· Understand idioms	<p>this word or phrase means?</p>	<p>will highlight unknown words and select meaning from a word bank.</p> <ul style="list-style-type: none">- When given a list of idioms and pictures, students match the correct idiom to the picture.
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New Jersey Student Learning Standard (NJSL) RI.3.6

Distinguish their own point of view from that of the author of a text

Essential Element of the NJSL: Identify personal point of view about a text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· <i>ESL Levels 4-5</i>· WIDA 2: Reading, Speaking· Special Education Students - High Group	<ul style="list-style-type: none">· Establish the point of view of a text· Determine how the reader's point of view is different from the narrator's or the characters· Compare the reader's point of view with the author's point of view	<ul style="list-style-type: none">▪ Who is providing this information?▪ What do you think happened about has happened so far?▪ What is the author's point of view?	<ul style="list-style-type: none">· Understand point of view· Compare the accounts and how they were presented in the text

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Understand point of view of text · Know what is meant by first and third person · Demonstrate understanding of author's purpose · Determine information from the text 	<ul style="list-style-type: none"> ▪ What is the point of view of the text? ▪ Who is the narrator? ▪ Why might my point of view being different from the author? 	<ul style="list-style-type: none"> · Student will read appropriately leveled text and discuss their point of view of that text. · Using a graphic organizer, students will discuss different points of view from the text. · Given an appropriately leveled text with illustrations, students will compare their point of view using simple sentences/illustrations.
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand the meaning of a text · Know what is meant by first and third person · Demonstrate understanding of author's intent · Determine information from the text · Understand pronouns 	<ul style="list-style-type: none"> ▪ What does the text say? ▪ What is the text about? 	<ul style="list-style-type: none"> · Students will read text and write/draw what the text is about. · Using a graphic organizer, students will illustrate/write the different opinions in the text. · Given a portion of the text student will identify different point of view.
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New Jersey Student Learning Standard (NJSLs) W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons

W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.B. Provide reasons that support the opinion.

W.3.1.C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1.D. Provide a conclusion

Essential Element of the NJSLs: Select a text and write an opinion about it

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Distinguish fact from opinion · Groups supporting details to support details to support the writer's purpose · State an opinion to be supported with reasons · Write a thesis statement to focus on writing · Support the opinion with facts and/or reasons · Connect opinions with reasons using linking words and phrases · Write a conclusion 	<ul style="list-style-type: none"> · What is an opinion? · Who is your audience? · What is your purpose for writing? · Did you let the reader know your opinion or preference? 	<ul style="list-style-type: none"> · Given a passage students will identify the topic sentence. · Student will be shown a piece of writing without the topic sentence and then create a strong topic sentence based on the body and conclusion

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking 	<ul style="list-style-type: none"> · Choose a topic · Select an opinion · Develop an introduction · Develop content based 	<ul style="list-style-type: none"> ▪ Which statement is an opinion statement? ▪ Who is your audience? 	<ul style="list-style-type: none"> · Given a set of topics, teacher explains, through pictures, topic options for the writing task. Student then selects a topic. · With the teacher, create a list of possible
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<ul style="list-style-type: none"> · Special Education Students - Mid Group 	<p>vocabulary</p>		<p>audience for their writing and post on a chart.</p> <ul style="list-style-type: none"> · Using sentence frames with an opinion, the teacher assists the students in developing an introduction
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Choose a topic · Select an opinion · Develop an introduction 	<ul style="list-style-type: none"> ▪ Is this statement an opinion? ▪ Who is your audience? 	<ul style="list-style-type: none"> · Given a set of topics, teacher explains, through gestures and pictures, topic options for the writing task. Student then selects a topic using a graphic organizer to plan their writing. · Teacher models writing an opinion that introduces a topic based on student drawing and student can copy completed model.

New Jersey Student Learning Standard (NJSLS) 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.)

Essential Element of the NJSLS: With guidance and support, produce writing that expresses more than one idea

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Produce writing that is clear and understandable to the reader · Unpack writing tasks (type of writing assignment) · Unpack writing purpose (the writer's designated reason for writing) · Focus the organization and development of a topic to reflect the task and purpose 	<ul style="list-style-type: none"> · What is the purpose for writing this piece? · How will you persuade your audience? · Why are you writing this piece? · Who will be reading your writing? · How will you organize your writing? 	<ul style="list-style-type: none"> · Using graphic organizers, sequence your writing piece from introduction to conclusion · Chart purposes for writing: to persuade, to inform, to entertain · Sequence a list of events from beginning to end

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Produce writing that is clear and understandable to the reader · Understand writing tasks · Understand writing purpose · Develop a task and 	<ul style="list-style-type: none"> · Does your writing have purpose? · What is your purpose? · What is your topic · Did you develop a task and purpose for writing? 	<ul style="list-style-type: none"> · Teacher will model for the class how to use a graphic organizer to sequence their events from beginning to end · Students will work with a partner to brainstorm ideas for writing. · The teacher will provide a suggestion chart for students to use as a topic.
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	<p>purpose for writing</p> <ul style="list-style-type: none"> · Develop a topic 		<p>They will then list the topic and purpose for their writing.</p>
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Produce writing · Understand writing · Understand writing purpose · Develop a task and purpose for writing · Develop a topic 	<ul style="list-style-type: none"> · Is the purpose of the writing _____ or _____? · Do you have a topic? · Is your topic _____ or _____? 	<ul style="list-style-type: none"> · Students can draw a picture to represent their writing. They will use words and phrases to their drawing based provided from a word/phrase bank. · Students can select a topic by choosing between two pictures. They will then finish a partially completed graphic organizer based on their topic. · Students can sequence three pictures to show beginning, middle and end in their writing/drawing

New Jersey Student Learning Standard (NJSL) W.3.5

With guidance and support from adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here)

Essential Element of the NJSL: With guidance and support from adults and peers, revise own writing.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Practice revising and editing skills · Change word choice and sentence structure in writing to strengthen the piece · Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing plan for writing · Recognize spelling, grammar, and punctuation errors · Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) 	<ul style="list-style-type: none"> · What will you use to help you organize your ideas? · Can you create a graphic organizer/thinking maps to help you sequence your ideas and events? · Can you share with your partner what you plan to write? · What is your topic sentence? · Is there a better way you could write your beginning? 	<ul style="list-style-type: none"> · Use a graphic organizer to develop a plan for writing · Peer editing · Brainstorm to help generate ideas before writing

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking 	<ul style="list-style-type: none"> · Understand how to revise · Word choice · Understand how to 	<ul style="list-style-type: none"> · Can you use a graphic organizer to help you organize your 	<ul style="list-style-type: none"> · Use a partially completed graphic organizer to develop a plan for writing
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<ul style="list-style-type: none"> · Special Education Students - Mid Group 	<p>use two or more graphic organizers</p> <ul style="list-style-type: none"> · Understand error need to be corrected · Know who to assist with error correction 	<p>ideas?</p> <ul style="list-style-type: none"> · Using a graphic organizer, can you put your ideas or events in order? · Can you share with your partner what you plan to write? · What is your topic sentence? · Did you re-read your beginning? Can it be changed? 	<ul style="list-style-type: none"> · In small groups, students will edit a teacher provided writing piece using a rubric · As a whole group, brainstorm ideas and write them on an anchor chart
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand how to revise · Word choice · Understand how to use a graphic organizer · Understand error need to be corrected 	<ul style="list-style-type: none"> · Do you know how to use a graphic organizer to list your ideas? · Do you know how to order your events? · What are you going to write about? · Do you know how to write a topic sentence? · Did you write a beginning sentence? 	<ul style="list-style-type: none"> · Teacher will model how to complete a graphic organizer to develop a plan for writing · As a whole group, teacher will model steps on how to edit using a visual type rubric · As a whole group, brainstorm ideas and write them on an anchor chart
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New Jersey Student Learning Standard (NJSL) W.3.6

With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Essential Element of the NJSL: With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Develop strategies with peers and adults to use digital tools · Use technology for producing and publishing writing · Use technology to collaborate with others 	<ul style="list-style-type: none"> · Have you and your group decided what you will write about? · How will you divide the work so that you all contribute to the project · Where will you save your work until you are ready to print? · What program will you use to publish your work? Word? PowerPoint? Etc. · What online resources can you use to help write your paper 	<ul style="list-style-type: none"> · Use basic keyboarding skills · Practice use of toolbar functions such as: bold, underline, font style, font size, etc. · Practice using Internet tools such as search engines (Google), online dictionaries · Use print commands

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Understand how to develop one to two strategies to use digital tools. · Understand that you can use technology for producing and publishing writing · Understand that you can use technology to collaborate with others 	<ul style="list-style-type: none"> · Have you decided what you will write about from the list of topics provided? · Has everyone in the group chosen a role for the project? · Where will you save your work until you are ready to print? · What type of work will you publish? A word document or Power Point presentation? · Do you know how to look up online resources to help you write your paper? 	<ul style="list-style-type: none"> · Use basic keyboarding skills · With teacher guidance, student will practice use of toolbar functions such as: bold, underline, font style, font size, etc. · With teacher guidance, students practice use of Internet tools such as search engines (Google), online dictionaries · Use print commands
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<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group 	<ul style="list-style-type: none"> · Understand how to develop one strategy to use digital tools. · Understand that you can use technology for producing and publishing writing · Understand that you can use technology to collaborate with others 	<ul style="list-style-type: none"> · Are you going to write about _____ or _____? · Do you want the role of _____ or _____? · Will you save your work on paper or on the computer? · Do you know how to use Word or 	<ul style="list-style-type: none"> · Teacher will model how to use basic keyboarding skills · Teacher models use of several toolbar functions such as: bold, underline, font style, font size, etc. · Teacher models use of Internet tools such as search engines (Google), online dictionaries · With teacher guidance, use print commands
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		<p>Power Point? Can you save your work on that program?</p> <ul style="list-style-type: none">· Do you know what an online resource is?	
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New Jersey Student Learning Standard (NJSL) W.3.7

(Choice) Conduct short research projects that build knowledge about a topic

Essential Element of the NJSL: Identify information about a topic for a research project.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none">· General Education· <i>ESL Levels 4-5</i>· WIDA 2: Reading, Speaking· Special Education Students - High Group	<ul style="list-style-type: none">· Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic· Gather information to support a topic· Select relevant information from texts to support main ideas or claims· Group like ideas to organize writing	<ul style="list-style-type: none">· What is the topic of your report?· Can you narrow your topic?· What sources will you use to find information?· What key words can you use to find your topic online?· Where can you to find more information?· How will you give your sources credit?	<ul style="list-style-type: none">· Use key words for searching a topic· Summarize information· Use a graphic organizer· Cite print and internet sources

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group 	<ul style="list-style-type: none"> · Teacher will assist in developing a research question on a topic. · Understand how to gather information to support a topic. · Understand that you can select information from more than one text to 	<ul style="list-style-type: none"> · What is the topic of your report? · Can you be more specific with your topic? · Do you know sources to help you find information? · What key words 	<ul style="list-style-type: none"> · With a partner, use key words to search a topic · Use a graphic organizer · Use 5 W's to answer questions to help you to summarize · Cite print and internet sources using a teacher provided model
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	<p>support main ideas.</p> <ul style="list-style-type: none"> Group at least 3 ideas on a graphic organizer 	<p>can you use to find your topic online?</p> <ul style="list-style-type: none"> Where can you find more information? Do you know how to give your sources credit? 	
<ul style="list-style-type: none"> ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group 	<ul style="list-style-type: none"> Understand how to develop a research question on a topic. Understand how to gather information to support a topic. Understand that you can select information from at least one text to support main idea. Group like ideas from a teacher provided list. 	<ul style="list-style-type: none"> What are you writing about? Are you using _____ or _____ as a source of information? Can you use the words _____ or _____ to find your topic online? Do you need more information? Can you find it? Do you have sources that need credit? 	<ul style="list-style-type: none"> With teacher assistance, use key words for searching a topic With teacher support use a graphic organizer Fill in blanks using key words to summarize a story (teacher created) Teacher models how to cite print and internet sources

New Jersey Student Learning Standard (NJSLS) W.3.10

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

Essential Element of the NJSLS: Write routinely for a variety of tasks, purposes, and audiences.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group 	<ul style="list-style-type: none"> · Produce numerous pieces of writing over various time frames · Develop skills in research · Reflection on and revise writing · Self-correct when writing to produce a clearer message · Purposefully explain choices made while writing · Develop a topic related to the content area they are writing about to reflect task, audience, and purpose 	<ul style="list-style-type: none"> · Write about... · You will have __ · __ minutes to write about... · What will you do to plan your writing? · Use your proofreading checklist when you are editing and revising. · How is writing a report different from writing a narrative? 	<ul style="list-style-type: none"> · Use various sources to research a topic · Write an introduction for a research paper · Write a conclusion for a research paper · Create an outline to organize thoughts on a topic

<ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education 	<ul style="list-style-type: none"> · Keep a writing portfolio to collect writing pieces · Develop 2-3 skills in research · Revise writing · Review writing for clarity 	<ul style="list-style-type: none"> · Do you want to write about _____ or _____? · You will have ___ minutes to write about... · Can you use a graphic 	<ul style="list-style-type: none"> · With teacher guidance use various sources to research a topic · Using a teacher provided model, write an introduction for a research paper · Using a teacher provided model, write a conclusion for a research paper
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<p>Students - Mid Group</p>	<ul style="list-style-type: none"> · Explain writing choices · Develop a topic with audience and purpose in mind 	<p>organizer to plan your writing?</p> <ul style="list-style-type: none"> · Can you use a proofreading checklist to edit and revise your writing? · Is writing a report different from writing a narrative? 	<ul style="list-style-type: none"> · Use a graphic organizer to organize thoughts on a topic
<ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education · Students - Low Group 	<ul style="list-style-type: none"> · Keep a writing portfolio to collect writing/drawing pieces · Develop 1-2 skills in research · Understand that writing can be revised · Review writing by making minor changes · Develop a topic 	<ul style="list-style-type: none"> · Do you want to write about _____? · You will have __ minutes to write about... · Can you use a graphic organizer to plan your writing? · Did you use a proofreading checklist to edit and revise your writing? · Do you know how to write a report? A narrative? 	<ul style="list-style-type: none"> · Teacher models how to use various sources to research a topic · Fill in the blank using a word bank to complete an introduction to a research paper · Fill in the blank using a word bank to complete a conclusion to a research paper · Use visuals and label on a graphic organizer to organize thoughts on a topic

District Resources

Guided Reading

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts.



Running Records

A running record is a tool used to assess students' reading behaviors and comprehension. A benchmark book and a running record form, with text from the book, are used for assessment. Analyzing students' performance will help teachers identify students' reading levels, check their fluency, find weaknesses in comprehension and plan effective guided reading instruction.

Running records will be administered to students as part of the ELA unit assessments. **Benchmark books, identified in the guided reading program, are to be utilized for assessment purposes only.**

Third Grade Level P

A student in grade 3 should display the following reading behaviors by the end of the school year: (Level P)

- When reading silently, reads rapidly and with attention to meaning
- Actively acquires new vocabulary through reading
- Demonstrates facility in text interpretation while reading orally, with fluency and phrasing
- In oral reading, figures out new words rapidly while reading smoothly and expressively
- Sustains attention to a text read over many days, remembering details and revising interpretation as new events are encountered
- Demonstrates interest in reading an extended text over a longer time period
- After reading silently, demonstrates understanding and sophistication in interpreting meaning



- Compares the text with other books in an analytic way
- Goes beyond the text to speculate on alternative meanings
- Shows the ability to summarize and extend the text in writing

Phonics

***Teachers must familiarize themselves with the routine cards and incorporate them into the phonics and structural analysis lessons.**

Lesson 1:

- Short vowels a, e i, o, u
- Words with the VCCV pattern

Lesson 2:

- Long vowels a, e i, o, u
- Words with the VCe Pattern

Lesson 3:

- Common Vowel Pairs
- au, ay, ee, ea

Lesson 4:

- Long o Spelled oa, ow

Lesson 5:

- Long I Spelled I, ie, igh

Reading From Journeys	CCSS: Exemplars (Appendix B)	Novel
<p><u>Readings: Journeys</u> My Teacher, My Dad, Dixie Lee Petrokis Ms. Pinkerville, You're Our Star!, Noomi O'Rourke Ms. F Goes Back to School, Blaise Terrapin We Love You, Ms. Pinkerville!, Noomi O'Rourke The Catnapper, Rob Arego Lauren Otter, David Martz The Case of the Missing Grass, Jane Hingley Lauren Helps Sammy, David Martz Lane and Miguel's Park, Frankie Bruno The Bears Ride in Style, Jane Bingley Caroline's Treats, Dixie Lee Petrokis A Surprise For The Bears, Jane Bingley The Tallest Tower, Blaise Terrapin Champ of Hoover Dam, Alexandra Behr Sky-High Dreams, Lee S. Justice Champ, Alexandra Behr</p>	<p><u>Stories:</u> Sharon Creech, A Fine, Fine School Tim Egan, The Trial of Cardigan Jones Destiny's Gift, Natasha Anastasia Burrowes C.P Payne, Pop's Bridge</p> <p><u>Biography:</u> Jonah Winter, Roberto Clemente: Pride of the Pittsburgh Pirates</p> <p><u>Poetry:</u> Baseball Poems</p> <p><u>Informational Text:</u> One Room Schoolhouse You be the Jury Kids: Making a Difference Bridges</p> <p>http://www.corestandards.org/assets/Appendix_B.pdf</p>	<p>Catling, Patrick. <i>The Chocolate Touch</i></p> <p>In a laugh-out-loud hilarious twist on the legend of King Midas, a boy acquires a magical gift that turns everything his lips touch into chocolate. Can you ever have too much of your favorite food? John Midas is about to find out.</p> <p>Suggested Website for Novel</p> <p>http://www.exploratorium.edu/exploring_chocolate/index.html</p> <p>This site provides information on chocolate inclusive of the history of chocolate, the ability to follow the process of making chocolate, taking an online tour through a chocolate factory, research on the possible health effects of chocolate consumption, and how to temper chocolate.</p> <p><u>Readings: Journeys</u></p>

Vocabulary

When teaching vocabulary,

- Please introduce students to 10-12 words per week.
- Use the identified words as those you are teaching to the students (additional words may be selected by the teacher).
- Use the various learning modalities and sample menu in order to deliver instruction .
- Have students see the word in context first before explicit vocabulary instruction.
- Have students repeat the word to ensure proper pronunciation. They are much more likely to use the word if they are confident they are saying it correctly.
- Note: Not all sample activities/modalities need to be used for each word. Base your instruction on the needs of your student population and select modalities/activities that meet their needs.

Target Vocabulary

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> ➤ Principal ➤ Soared ➤ Strolled ➤ Worried ➤ Proud 	<ul style="list-style-type: none"> ➤ Trial ➤ Jury ➤ Guilty ➤ Stand 	<ul style="list-style-type: none"> ➤ Afford ➤ Raise ➤ Figure ➤ Block 	<ul style="list-style-type: none"> ➤ Crew ➤ Tide ➤ Cling ➤ Stretch ➤ Foggy 	<ul style="list-style-type: none"> ➤ Stands ➤ Fans ➤ Score ➤ Style

Domain-Specific Vocabulary

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> ➤ Educator ➤ Classroom ➤ Subject ➤ Curriculum 	<ul style="list-style-type: none"> ➤ Prosecution ➤ verdict <ul style="list-style-type: none"> ➤ Lawyer ➤ Judge 	<ul style="list-style-type: none"> ➤ Volunteer ➤ Business ➤ Charity ➤ Service 	<ul style="list-style-type: none"> ➤ Foreman ➤ Construction ➤ Suspension ➤ Arches 	<ul style="list-style-type: none"> ➤ Amateur ➤ Professional ➤ Outfield ➤ Spectators

Terms about Reading/Language Arts

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Setting Characters Plot Mood Context	Conclusion Dictionary Question Conjunctions	Feelings Traits Motivations Message Compound Sentence	Contrast Setting Characters Base Word	Cause Effect Context Base Word Prefix

Spelling Words

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5

➤Crop ➤Plan
➤Clock
➤Class

➤Spoke
➤Mile
➤Save
➤Excuse

➤Lay ➤Dream
➤Bait ➤Explain

➤Load ➤Open
➤Yellow
➤Tomorrow

➤Slight
➤Pilot
➤Tight
➤Fight

Writing

Primary Focus: Writing Unit

Secondary Focus

Routine Writing

Writer's Workshop

-Lesson 1:

Narrative Writing: Descriptive Paragraph

Focus Trait: Word Choice

Language:

1. Spelling (Short Vowels)
2. Context Clues
3. Simple Sentences

-Lesson 2:

Narrative Writing: Dialogue

Focus Trait: Ideas

Language:

1. Spelling (VCe Spellings)
2. Dictionary
3. Kinds of Sentences

-Lesson 3:

Narrative Writing: Personal Paragraph

Focus Trait : Voice

Language:

1. Long a and Long e spellings
2. Antonyms
3. Compound Sentences

-Lesson 4:

Narrative Writing: Prewrite a Personal Narrative

Focus Trait Ideas

Language:

1. Long O Spellings
2. Words Families
3. Common and proper nouns

Lesson 5:

Narrative Writing: Draft a Personal Narrative

Focus Trait: Sentence Fluency

Language:

1. Long I Spelling
2. Prefix mis
3. Plural Nouns with -s and -es

Information Writing

For example:

Students can create a newspaper featuring the different uses of chocolate.

Students can write their own informational book about Cowboys and Cowgirls after reading *Yippee-Yay! A Book About Cowboys and Cowgirls*.

Students can create a biography about Abraham Lincoln after the read-aloud informational text *Lincoln: A Photography* or research a president of their choice and create a presentation about their chosen president.

Here are some suggestions for writing tasks that may be incorporated into your students' daily writing experiences:

Reader's Response Notebook

Journals

Blogging

Quick Writes

Interactive Writing

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Writing Rubrics

GRADE 3 CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS (Revised July 29, 2014)*

Research Simulation Task (RST) and Literary Analysis Task (LAT) Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<p>Reading Comprehension of Key Ideas and Details</p> <p>The student response demonstrates full comprehension by providing an accurate explanation/description/comparison and by referencing the texts explicitly.</p>	<p>The student response demonstrates full comprehension by providing an accurate explanation/description/comparison and by referencing the texts explicitly.</p>	<p>The student response demonstrates comprehension by providing a mostly accurate explanation/description/comparison and by referencing the text(s) explicitly.</p>	<p>The student response demonstrates limited comprehension and may reference the text(s) explicitly.</p>	<p>The student response does not demonstrate limited comprehension of the text(s).</p>
<p>Writing Written Expression</p> <p>The student response and provides effective development of the topic that is consistently appropriate to the task by using clear reasoning and relevant, text-based evidence;</p> <p>consistently demonstrates purposeful and controlled organization; uses language to demonstrate express ideas with clarity.</p>	<p>The student response and provides some development of the topic that is generally appropriate to the task by using reasoning and relevant, text-based evidence;</p> <p>generally demonstrates purposeful and controlled organization; uses language to express ideas with some clarity.</p>	<p>The student response and provides minimal development of the topic that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; <i>or</i></p> <p>is a developed, text-based response with little or no awareness of the prompt;</p> <p>purposeful organization that sometimes is not controlled;</p> <p>uses language to express ideas with limited clarity</p>	<p>The student response undeveloped and/or inappropriate to the task; demonstrates little or no organization; does not use language to express ideas with clarity.</p>	

Writing Rubrics

Writing Knowledge of Language and Conventions	The student response to the prompt demonstrates	The student response to the prompt demonstrates	The student response to the prompt demonstrates	The student response to the prompt demonstrates
	full command of the conventions of standard standard	some command of the conventions of standard	limited command of the conventions of standard	no command of the conventions of
	English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding , but the meaning is generally clear.	English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

NOTE:

s 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.

he grade-level standards W1-W3.

A response is considered unscorable if it cannot be assigned a score based on the rubric criteria. For unscorable student responses, one of the following condition codes will be applied. Coded Responses: A=No response

B=Response is unintelligible or undecipherable

C=Response is not written in English

D=Off-topic E=Refusal to respond

F=Don't understand/know

* This rubric is subject to further refinement based on research and study.

Writing Rubrics

Rubric for Opinion Writing—Third Grade

	Grade 1 (1POINT)	1.5PTS	Grade 2 (2 POINTS)	2.5PTS	Grade 3 (3 POINTS)	3.5PTS	Grade 4 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer wrote her opinion or her likes and dislikes and said why.	Mid-level	The writer wrote his opinion or his likes and dislikes and gave reasons for his opinion.	Mid-level	The writer told readers her opinion and ideas on a text or a topic and helped them understand her reasons.	Mid-level	The writer made a claim about a topic or a text and tried to support this reasons.	
Lead	The writer wrote a beginning in which he got readers' attention. He named the topic or text he was writing about and gave his opinion.	Mid-level	The writer wrote a beginning in which she not only gave her opinion, but also set readers up to expect that her writing would try to convince them of it.	Mid-level	The writer wrote a beginning in which he not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about his opinion.	Mid-level	The writer wrote a few sentences to hook his readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated her claim.	
Transitions	The writer said more about her opinion and used words such as and and because.	Mid-level	The writer connected parts of his piece using words such as also, another, and because.	Mid-level	The writer connected her ideas and reasons with her examples using words such as for example and because. She connected on one reason or example using words such as also and another.	Mid-level	The writer used words and phrases to glue part of his piece together. He used phrases such as for example, another example, one time, and for instance to show when he wanted to shift from saying reasons to giving evidence and in addition to, also, and another to show when he	

Writing Rubrics

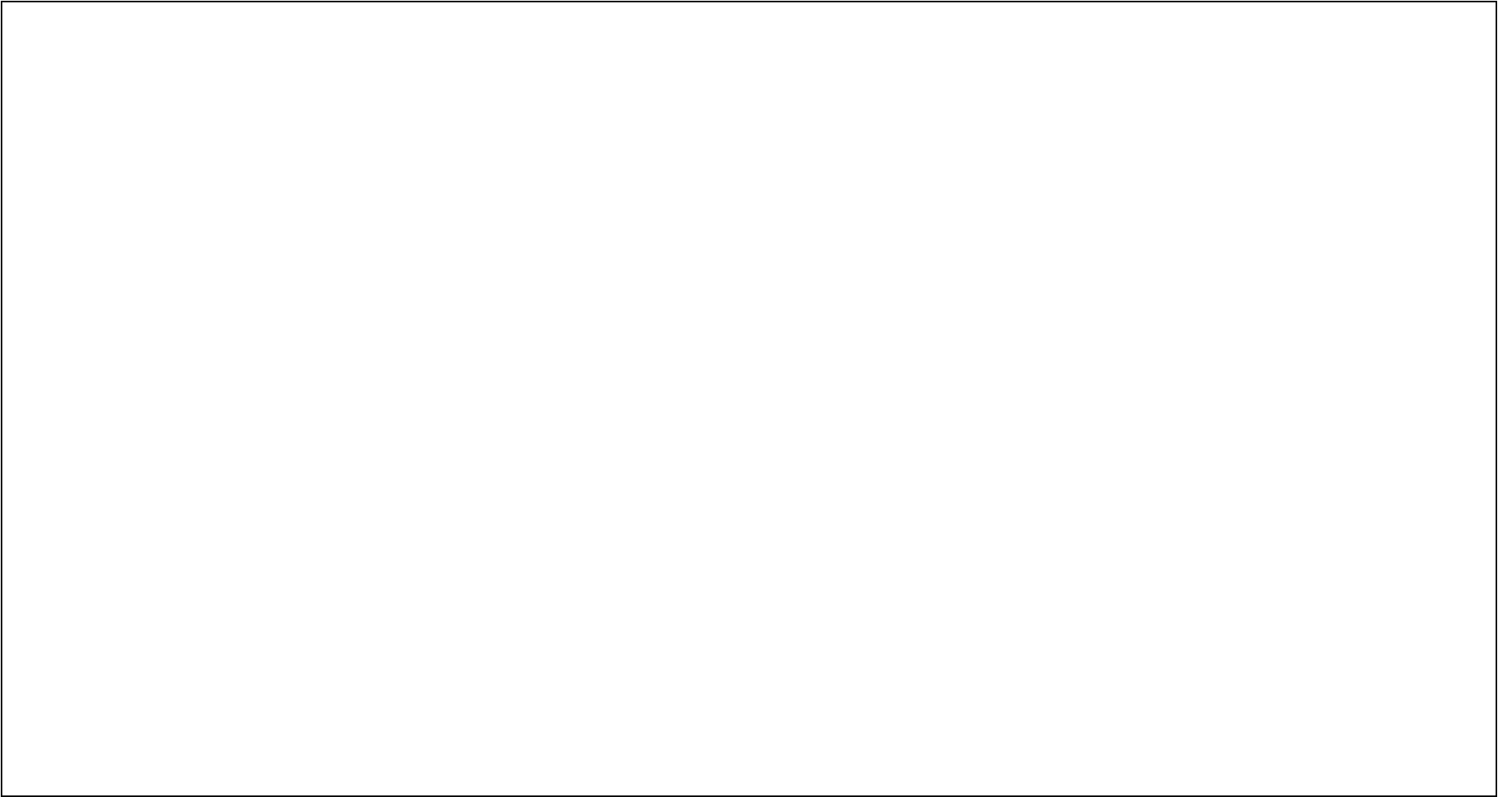
Ending	The writer wrote an ending for his piece.	Mid-level	The writer wrote an ending in which she reminded readers of her opinion.	Mid-level	The writer worked on an ending, perhaps a thought or comment related to his opinion.	Mid-level	The writer wrote an ending for her piece in which she restated and reflected on her claim, perhaps suggesting an action or response based on what she had written.	
	Grade 1 (1 POINT)	1.5PTS	Grade 2 (2 POINTS)	2.5PTS	Grade 3 (3 POINTS)	3.5PTS	Grade 4 (4 POINTS)	SCORE
STRUCTURE (cont.)								
Organization	The writer wrote a part where she got the readers' attention and a part where she said more.	Mid-level	The writer's piece had different parts; he wrote a lot of lines for each part.	Mid-level	The writer wrote several reasons or examples why readers should agree with her opinion and wrote at least several sentences about each reason. The writer organized her information so that each part of her writing was mostly about one thing.	Mid-level	The writer separated sections of information using paragraphs.	

								TOTAL
DEVELOPMENT								
Elaboration*	The writer wrote at least one reason for his opinion.	Mid-level	The writer wrote at least two reasons and wrote at least a few sentences about each one.	Mid-level	The writer not only named his reasons to support his opinion, but also wrote more about each one.	Mid-level	The writer gave reasons to support her opinion. She chose the reasons to convince her readers. The writer included examples and information to support her reasons, perhaps from a text, her knowledge, or her	(X2)

life.

	Grade 1 (1POINT)	1.5PTS	Grade 2 (2 POINTS)	2.5PTS	Grade 3 (3 POINTS)	3.5PTS	Grade 4 (4 POINTS)	SCORE
DEVELOPMENT (cont.)								
Craft*	The writer used labels and words to give details.	Mid-level	The writer chose words that would make readers agree with his opinion.	Mid-level	The writer not only told readers to believe her, but also wrote in ways that got them thinking or feeling in certain ways.	Mid-level	The writer made deliberate word choices to convince his readers, perhaps by emphasizing or repeating words that made readers feel emotions. If it felt right to do so, the writer chose precise details and facts to help make his points and used figurative language to draw the readers into his line of thought. The writer made choices about which evidence was best to include or not include to support his points.	(X2)
								TOTAL
LANGUAGE CONVENTIONS								

Writing Rubrics



	Grade 1 (1POINT)	1.5PTS	Grade 2 (2 POINTS)	2.5PTS	Grade 3 (3 POINTS)	3.5PTS	Grade 4 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS (cont.)								
Punctuation	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as can't and don't, he put in the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct. The writer used periods to fix his run-on sentences.	
								TOTAL

Writing Rubrics

<p>Spelling</p>	<p>The writer used all he knew about words and chunks of words (at, op, it, etc.) to help him spell.</p> <p>The writer spelled all the word wall words right and used the word wall to help him spell other words.</p>	<p>Mid-level</p>	<p>To spell a word, the writer used what she knew about spelling patterns (tion, er, ly, etc.).</p> <p>The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.</p>	<p>Mid-level</p>	<p>The writer used what he knew about word families and spelling rules to help him spell and edit.</p> <p>The writer got help from others to check his spelling and punctuation before he wrote his final draft.</p>	<p>Mid-level</p>	<p>The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.</p>	
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Suggested Websites

Basal Alignment Project (on Achievethecore.org)

A tool to be used in teaching children to meet the common core standards using the Harcourt Trophies reading series. The lesson plans section for the stories on text dependent questions assists teachers in promoting Accountable Talk within their classroom

<http://achievethecore.org/page/525/basal-alignment-project-lessons-grade-3-list-pg>

Florida Center for Reading Research

The Florida Center for Reading Research disseminates information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. The below link will take you to a wealth of CCSS resources to guide and aide you in finding activities and ideas for teaching the standards. Click on the grade level link next to the domain to find activities aligned to specific standards.

http://www.fcrr.org/curriculum/SCA_CCSS_index.shtm

Learn Zillion

This site will provide you with PowerPoint presentations aligned to the Common Core State Standards, and provide an alternate approach to teaching standards. The lessons are scaffolded to provide of clear understanding of the standard being addressed, and enhances the use of technology in your classroom. You must complete the free registration before using learnzillion.

www.learnzillion.com

Read Write Think

Read Write Think offers a multitude of grade level lesson plans, articles, and resources to support English Language Arts and enhance your lessons.

<http://www.readwritethink.org/>

Suggested Websites

News ELA

News ELA provides a wealth of informational articles that can be geared to multiple lexile levels. They will give you an opportunity to embed Social Studies and Science into your lessons as well as give you an opportunity to increase text complexity within your instruction. In addition, News ELA offers a variety of topics and current events that will engage your students by providing material that is interesting and relevant. Students also have the ability to access that material at home.

<http://www.newsela.com/>

Tween Tribune

Tween Tribune is a daily news sites for kids, where you will find the most compelling, relevant and interesting news that will interest your students while providing cross curricular connections to enhance students learning. Students have the opportunity to post comments and take a quiz to complete a quick comprehension check. Teachers have the ability to be creative with the questioning and can post assignments aligned to the unit SLO's for the students to complete through interaction with the text. The site is completely monitored by the teacher and completely safe.

www.tweentribune.com

Writing Fix Home of Interactive Writing Prompts

The writing fix offers a wealth of resources aligned to the standards as well as the 6+1 traits of writing. It provides lessons using mentor texts, sample student writing, as well as many other resources to help increase the level of writing in your classroom.

<http://writingfix.com/>

Engage NY

In order to assist schools and districts with the implementation of the Common Core, NJSED has provided curricular modules and units in Pre-K-12 grade. ELA included a full year of curriculum material.

www.engageny.com

Suggested Websites

International Children's Library

Multicultural digital library created by the International Children's Library. Students can read books online in 19 different languages from dozens of different countries. Children and teachers can search for books by age level, topic, and length.

<http://en.childrenslibrary.org/>

My Story Maker

Students can create their own digital stories. They can choose their characters, setting, and topic. Children have many opportunities for creativity, as they can change the setting and add details to their stories. Students can preview before they print and share their stories.

<http://www.clpgh.org/kids/storymaker/>

Reading Rockets

Reading Rockets is a national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read better. The reading resources will assist in helping struggling readers build fluency, vocabulary, and comprehension skills.

<http://readingrockets.org/>

E Reading Worksheets

Ereading Worksheets provides teachers with high-quality reading worksheets, activities, and resources aligned with Common Core State Standards.

<http://www.ereadingworksheets.com/>

Suggested Websites

Achieve the Core

Hundreds of literacy resources for teachers, resources for leaders who are putting college and career readiness standards into action in their own schools, and opportunities to become an advocate for the Common Core.

<http://achievethecore.org/>

ReadWorks

Read Works provides research-based units, lessons, and authentic leveled non-fiction and literary passages that you can search by lexile level, grade and skill. This site also offers novel study units that can be aligned to the Common Core State Standards for free.

www.readworks.org

Field Trip Ideas

Field Trip Ideas

- **David Bradley Chocolates** - Watch fresh chocolates being made through our observation window. Taste free samples of our chocolate daily. Tell us your ideas for the perfect chocolate combination. Learn how to temper chocolate at home with our instructions. http://www.dbchocolate.com/Visit-Our-Chocolate-Factory_ep_66-1.html
- **Turtleback Zoo** – Touch sting rays in a touch tank. View the tropical currents aquarium featuring 6 unique salt water environments and features fish from around the world. Watch sea lions feed on fish. Turtlebackzoo.com
- **Jenkinson's Aquarium** – Exhibits such as Atlantic sharks, Pacific sharks, coral reefs, African penguins, alligators and Atlantic and Pacific harbor seals give you the opportunity to get up close to animals from around the globe. Jenkinsons.com/aquarium
- **Adventure Aquarium** – Visit dinosaurs of the deep, Penguin Island, Stingray Beach, walk through a glass tunnel surrounded by sharks and visit the Hippo Haven. www.adventureaquarium.com

ELL Resources

- **Learning style quiz for students-** <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml> ▪

“Word clouds” from text that you provide-<http://www.wordle.net/>

- **Bilingual website for students, parents and educators:** <http://www.colorincolorado.org/> ▪

Learn a language for FREE-www.Duolingo.com

- **Time on task for students-**<http://www.online-stopwatch.com/>

- **Differentiation activities for students based on their lexile-** www.Mobymax.com ▪

WIDA- <http://www.wida.us/>

- **Everything ESL -** <http://www.everythingESL.net>

Judy Haynes' s ESL website with a discussion forum, lesson plans, teaching tips, & resources for teachers

- **ELL Tool Box Suggestion Site** <http://www.wallwisher.com/wall/elltoolbox>

best practices for various aspects of an English language classroom

- **Hope4Education -** <http://www.hope4education.com>

Books, online workshops, on-site training and presentations, help meeting the NCLB and state curriculum standards, discussion forums, and tele-chats hosted by Hope Blecher-Sass

- **Learning the Language** <http://blogs.edweek.org/edweek/learning-the-language/>

Mary Ann Zehr's blog for Education Week - news, controversies, initiatives, research, legislative updates about teaching English language learners

- **FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki:** <http://www.flenj.org/Publications/?page=135> ▪

OELA - <http://www.ed.gov/offices/OBEMLA>

The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

- **New Jersey Department of Education- Bilingual Education information** <http://www.state.nj.us/education/bilingual/> ▪

Learning Resource Centers (LRC Network) <http://www.state.nj.us/education/lrc>

supported through the NJDOE, Office of Special Education Programs.

Click on "Services" and scroll down to the library in your region.

ELL Resources

- **1-Language.com** - <http://www.1-language.com>
Activities, exercises, worksheets, forums, chats, articles, and more
- **Repeat After Us** - <http://repeatafterus.com/>
The best collection of copyright-free English texts and scripted recordings
- **Learning Vocabulary Can Be Fun** - <http://www.vocabulary.co.il>
Games and quizzes for practicing vocabulary

Students K-8

- **Kindersite** - <http://www.kindersite.org>
1,000s of links to graded English content suitable for 2 to 6 year olds
- **Learning Games for Kids** - <http://www.learninggamesforkids.com>
Learning games and songs for preschool and elementary children
- **SpellingCity.com** - <http://www.SpellingCity.com>
Lessons, Games, Tests, over 25,000 words, students can practice teacher-assigned words
- **Starfall.com** - <http://www.starfall.com>
Phonics lessons, interactive books, and word games
- **AAA Math** - <http://www.aaamaticas.com>
over 2500 interactive math lesson pages
- **NASA's Space Place** - <http://spaceplace.nasa.gov>
NASA's education program; also available in Spanish
- **Achieve 3000**-<http://www.achieve3000.com/>

ELL Resources

Students K-12

- **Teaching Reading and Language Arts** - <http://teachingreadingandla.pbworks.com>
Sites and resources for classroom instruction compiled by Keith Schoch
- **Mrs. Hurley's ESL Page**<http://www.mrshurleysesl.com> Tips, activities, information & links for students and teachers
- **Children's Literature Web Guide** - <http://www.ucalgary.ca/~dkbrown/index.html>
Many Internet resources related to books for children and young adults including lists, reviews, and lesson plans & more
- **21st Century Centers** <http://www.21stcenturycenters.com/21cc/Home.html>
Implement "Centers" in a high school classroom using the i-pod touch
- **Windows to the Universe** - English: <http://www.windows.ucar.edu> Spanish: <http://www.windows.ucar.edu/spanish>
A comprehensive science education and reference site spanning a broad range of Earth and Space Science topics and related topics in the humanities
- **ESL Summer Programs at Colleges in New York State for Kids & Teens 8-18**
<http://www.summeroncampus.com/main/ActivityProgramsList.asp?CategoryID=25>
Search by college or location. Updated annually

