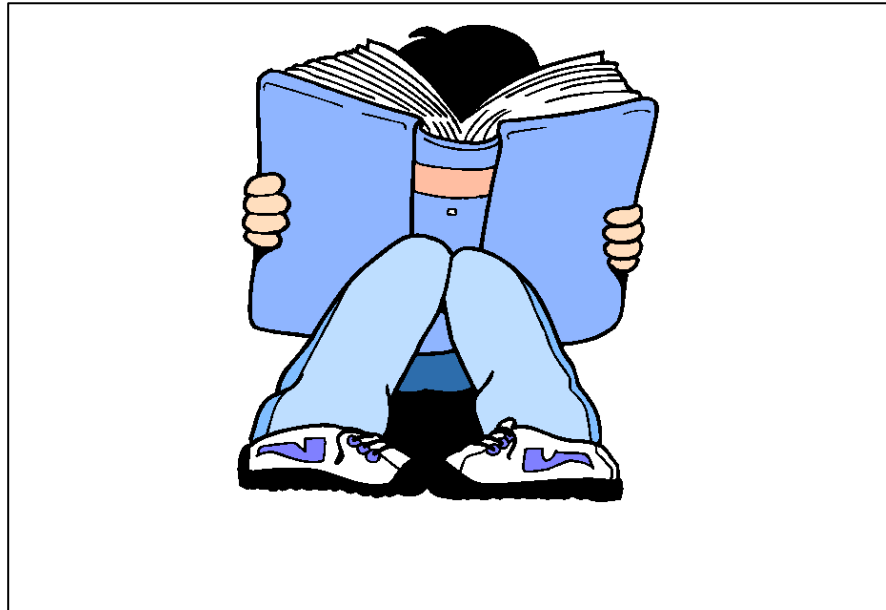


# ENGLISH LANGUAGE ARTS



**Grade 3: Unit 2**

# **Reading Literature & Informational Text**

## **Informative & Explanatory 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.

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## *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.

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## *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.

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## Pacing Chart – Unit 2

<p><b>Topic: Reading Literature &amp; Informational Text Informative &amp; Explanatory Writing</b></p>	<p><b>NJSLS</b></p>	
<p><b>Vocabulary:</b> Oral Vocabulary, Words to Know (High-Frequency Words), Domain Specific Vocabulary, Selection Vocabulary, and Terms About Reading/Language Arts</p> <p><b>Reading Instruction:</b> Journeys: Mammals, Visual Arts, Traditions, Performance Arts, Inventions</p> <p><b>Guided Reading:</b> 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.</p> <p><b>Writer’s Workshop:</b> Journeys: Narrative Writing (Descriptive Paragraph, Dialogue, Personal Narrative, Prewrite a Personal Narrative, Draft a personal narrative)</p>	<p><b>Reading Standards: Literature</b> RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7, RL.3.9, RL.3.10</p> <p><b>Informational</b> RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.9, RI.3.10</p> <p><b>Reading Foundational Skills:</b> RF.3.3ACD, 3.4A,B,C</p> <p><b>Writing Standards:</b> W.3.1A,B,C,D, W.3.2a,G W.3.3A,B,C, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10</p> <p><b>Language Standards:</b> L.3.1A,B,E,C,D,H,I, L.3.2A,B,E,F,G L.3.3A,B, L.3.4A,B,C,D, L.3.5,A,B,C, L.3.6</p> <p><b>Speaking and Listening Standards:</b> SL.3.1A,B,C,D,SL.3.2, SL.3.3, SL.3.4, SL.3.5 SL.3.6</p>	<p><b>Instruction</b> : 8 weeks</p> <p><b>Assessment</b> : 1 week</p>



## 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



## Standards

8.1.5.A.3, 8.1.5.B.1, 8.1.5.E.1

### ➤ Technology Operations and Concepts

- Use a graphic organizer to organize information about problem or issue

**Example:** Students will utilize an on-line Venn-Diagram graphic organizer to compare and contrast *The Beast of Loch Ness* and *Monsters of the Sea* (IFL Unit- Mysteries of the Deep)

### ➤ Creativity and Innovation

- Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.

**Example:** Students will interview one another about the recent sighting of the Loch Ness Monster (based on The Beast of Loch Ness) and create a digital news story using a word processing application.

### ➤ Research and Information Literacy

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

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

[www.state.nj.us/education/cccs/standards/8/](http://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, CRP4, CRP7

- **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.

- **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**Example:** Students will demonstrate, through the Writer's Workshop Unit "The Art of Writing Information Writing", their mastery of conventions, word choice and organization.



· **CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**Example:** Students will use new information found through reliable research processes to assist in writing research piece for Writer's Workshop.

<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><b>6- Reaching</b></p>	<ul style="list-style-type: none"> <li>· Specialized or technical language reflective of the content areas at grade level</li> <li>· A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>· Oral or written communication in English comparable to proficient English peers</li> </ul>
<p><b>5- Bridging</b></p>	<ul style="list-style-type: none"> <li>· Specialized or technical language of the content areas</li> <li>· A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>· Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</li> </ul>
<p><b>4- Expanding</b></p>	<ul style="list-style-type: none"> <li>· Specific and some technical language of the content areas</li> <li>· A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>· 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</li> </ul>
<p><b>3- Developing</b></p>	<ul style="list-style-type: none"> <li>· General and some specific language of the content areas</li> <li>· Expanded sentences in oral interaction or written paragraphs</li> <li>· 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</li> </ul>
<p><b>2- Beginning</b></p>	<ul style="list-style-type: none"> <li>· General language related to the content area</li> <li>· Phrases or short sentences</li> <li>· 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</li> </ul>

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

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



# 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

### **Visual Arts:** 1.1.5.D.1

**Students will identify the aspects of visual arts in everyday life. Students will explore how things such as line, color, shape, form, and space in the world around them. Students will make a class list and discuss their findings as a class.**

### **Technology Connection** 8.1.5.A.2

- Teacher will provide students with a list of inventions that dramatically changed life in the 21<sup>st</sup> century. Students will research their assigned invention and develop a project using word processor to demonstrate how the invention led the way for change.



# Enrichment

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### 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

- DRA2
- Study Island
  
- End of Unit Assessment
  
- ESL Unit Level 1-2 Assessment
  
- Writing Essay
  
- 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				
		6	7	8	9	10
<b>LANGUAGE</b>						
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	x
L.3.1B	Form and use regular and irregular plural nouns.	X				x
L.3.1C	Use abstract nouns (e.g., <i>childhood</i> ).				X	
L.3.1D	Form and use regular and irregular verbs.		X			
L.3.1E	Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.	X	X			
L.3.1F	Ensure subject-verb and pronoun-antecedent agreement.					x
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				
L.3.1I	Produce simple, compound, and complex sentences.	X	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	X	
L.3.2C	Use commas and quotation marks in dialogue.					
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	<sup>x</sup>
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	
L.3.2G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	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		
L.3.3B	Recognize and observe differences between the conventions of spoken and written standard English.					

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	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				
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
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		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			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
<b>READING: FOUNDATIONAL SKILLS</b>						
RF.3.3A	Identify and know the meaning of the most common prefixes and derivational suffixes.	X				
RF.3.3B	Decode words with common Latin suffixes.					
RF.3.3C	Decode multisyllable words.	X	X	X	X	x
RF.3.3D	Read grade-appropriate irregularly spelled words.	X		X	X	x
RF.3.4A	Read grade-level text with purpose and understanding.		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		X		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.					
<b>READING: LITERATURE</b>						



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	<sup>x</sup>
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	
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	
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.				X	
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	
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	
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	
<b>READING: INFORMATIONAL TEXT</b>						
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	<sup>x</sup>
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	X	X			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	X			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				<sup>x</sup>
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.				X	<sup>x</sup>
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	X			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
<b>WRITING</b>						
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
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.	X	X	X	X	x
W.3.1D	Provide a conclusion.	X	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.	X		X		
W.3.2B	Develop the topic with facts, definitions, and details.			X		
W.3.2C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.			X		
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.					
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.					
W.3.3C	Use temporal words and phrases to signal event order.					

W.3.3D	Provide a sense of closure.					
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		<sup>x</sup>
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.					<sup>x</sup>
W.3.7	Conduct short research projects that build knowledge about a topic.	X		X		<b>x</b>
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		<sup>x</sup>
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	<sup>x</sup>
<b>SPEAKING AND LISTENING</b>						
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	<sup>x</sup>
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	<sup>x</sup>
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	<sup>X</sup>	X	<sup>x</sup>
SL.3.1D	Explain their own ideas and understanding in light of the discussion.	X	X	X	X	<b>x</b>
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			<sup>x</sup>
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	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	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.		X			
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	<sup>x</sup>



<b>Grade: 3</b>	<b>Unit: 2</b>	<b>Topic: Reading Literature and Informational Text/Informative and Explanatory Writing</b>
<b>Standards: NJSLS:</b> <b>Reading Literature:</b> RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7, RL.3.9, RL.3.10 <b>Reading Informational Text:</b> RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.9, RI.3.10 <b>Reading Foundational Skills: Writing:</b> RF.3.3ACD, 3.4A,B,C		
<b>Speaking and Listening:</b> SL.3.1A,B,C,D,SL.3.2, SL.3.3, SL.3.4, SL.3.5 SL.3.6		
<b>Language:</b> L.3.1A,B,E,C,D,H,I, L.3.2A,B,E,F,G L.3.3A,B, L.3.4A,B,C,D, L.3.5,A,B,C, L.3.6		



## New Jersey Student Learning Standard (NJSLS) 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 their answers.**

**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.**

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



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



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

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



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

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

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



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



## New Jersey Student Learning Standard (NJSLS) RI.3.2

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

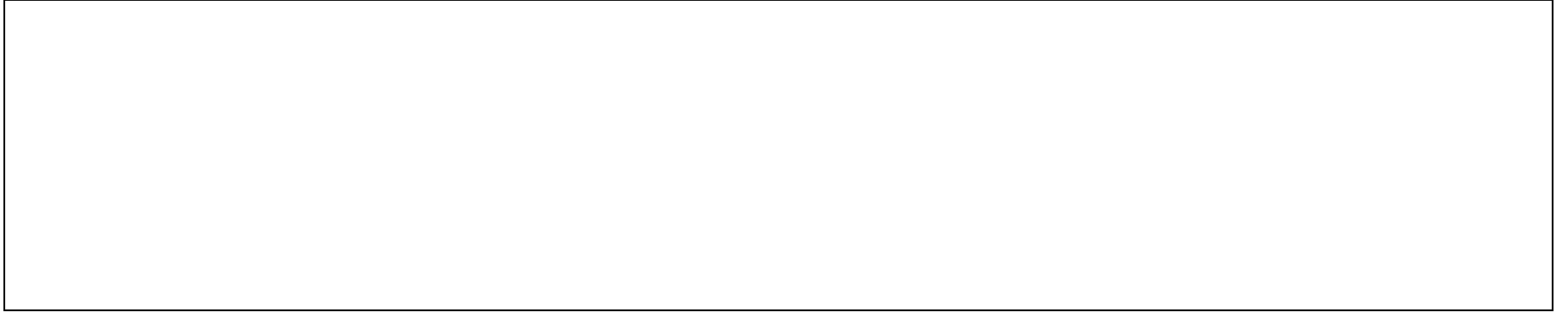
**Essential Element of the NJSLS: Identify details in a text.**

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

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







### New Jersey Student Learning Standard (NJSL) 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.**

**Essential Element of the NJSL: Order two events from a text as “first” and “next.”**

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> <li>· General Education</li> <li>· <i>ESL Levels 4-5</i></li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Closely read text to determine important events, ideas or concepts</li> <li>· Identify words that signify time order, sequence, and cause/effect</li> <li>· Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect</li> <li>· Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ How are _____ and _____ related?</li> <li>▪ What would you expect the result to be at the end?</li> <li>▪ What was the result of _____’s idea?</li> <li>▪ What is the first thing you would do to complete this procedure?</li> </ul>	<ul style="list-style-type: none"> <li>· Create a flow map that shows the sequence of events</li> <li>· Create a timeline of events</li> <li>· Sequence steps in a procedure</li> </ul>

<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education</li> </ul>	<ul style="list-style-type: none"> <li>· Read text to determine one – two important events, ideas or concepts</li> <li>· Identify words that signify time order,</li> </ul>	<ul style="list-style-type: none"> <li>· Are _____ and _____ related?</li> <li>· Would you expect the result to be _____ or _____ at</li> </ul>	<ul style="list-style-type: none"> <li>· Work with a partner to create a flow map from a teacher provided model that shows the sequence of events</li> <li>· Create a timeline of events using visual cues from the text</li> </ul>
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<p>Students - Mid Group</p>	<p>sequence, and cause/effect</p> <ul style="list-style-type: none"> <li>· Understand how historical events, scientific ideas or “how to” procedures are related in a text</li> <li>· Use language that reflects the time order, sequence, or cause/effect</li> </ul>	<p>the end?</p> <ul style="list-style-type: none"> <li>· Was the result of _____’s idea _____ or _____?</li> <li>· Should the first thing you would do to complete this procedure be _____ or _____?</li> </ul>	<ul style="list-style-type: none"> <li>· Sequence steps in a procedure. Teacher will provide a model and a list along with visual cues to assist</li> </ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4 ·</li> <li>WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Read text to determine an important event, idea or concept</li> <li>· Identify one – two words that signify time order or sequence</li> <li>· Understand that historical events, scientific ideas or “how to” procedures can be related in a text</li> <li>· Use language or visuals that reflects the time order, sequence, or cause/effect</li> </ul>	<ul style="list-style-type: none"> <li>· Are _____ and _____ related?</li> <li>· Would you expect the result to be _____ at the end?</li> <li>· Was the result of _____’s idea _____?</li> <li>· Should the first thing you would do to complete this procedure be _____?</li> <li>· Did _____ happen first? Did _____ happen next?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will model how to create a flow map that shows the sequence of events</li> <li>· Create a timeline matching events from the text with a corresponding picture.</li> <li>· Sequence steps in a procedure. Teacher will provide students with a list of steps and students will match them with a picture of each step.</li> </ul>
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### New Jersey Student Learning Standard (NJSL) 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 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"><li>· General Education</li><li>· <i>ESL Levels 4-5</i></li><li>· WIDA 2: Reading, Speaking</li><li>· Special Education Students - High Group</li></ul>	<ul style="list-style-type: none"><li>· 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)</li><li>· Differentiate between literal and nonliteral language</li></ul>	<ul style="list-style-type: none"><li>▪ Can you tell me what this word or phrase means?</li><li>▪ What do you think the author is trying to say when he/she uses that phrase?</li><li>▪ What clues can you find in the sentence or paragraph that can help you figure out the meaning of that word or phrase?</li></ul>	<ul style="list-style-type: none"><li>· Determine word and phrase meaning through context</li></ul>

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







## New Jersey Student Learning Standard (NJSLS) RI.3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**Essential Element of the NJSLS: With guidance and support, use text features including headings and key words to locate information in a text.**

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> <li>· General Education</li> <li>· <i>ESL Levels 4-5</i></li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Identify the unique features and organization of informational text (text features, and search tools)</li> <li>· Use the unique features to find and manage information specific to the topic</li> <li>· Demonstrate proficiency in using the tools to locate information</li> </ul>	<ul style="list-style-type: none"> <li>▪ What can you do if you don't understand?</li> <li>▪ How is the information organized?</li> <li>▪ Can you locate key words?</li> <li>▪ Which information would you find more relevant?</li> <li>▪ If you were using the computer to search for your topics, which words would you use to start your search?</li> </ul>	<ul style="list-style-type: none"> <li>· Chart a list of text features with examples of each</li> <li>· Work in partners on using key words to search a given topic</li> </ul>

<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> </ul>	<ul style="list-style-type: none"> <li>· Understand the unique features and organization of informational text (text features, and</li> </ul>	<ul style="list-style-type: none"> <li>· Do you know what to do if you don't understand?</li> <li>· Is the information</li> </ul>	<ul style="list-style-type: none"> <li>· Create a class anchor chart making a list of text features with examples of each</li> <li>· Work in partners on using key words to</li> </ul>
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<ul style="list-style-type: none"> <li>Special Education Students - Mid Group</li> </ul>	<p>search tools)</p> <ul style="list-style-type: none"> <li>With support use the unique features to find information specific to the topic</li> <li>Demonstrate knowledge in using the tools to locate information</li> </ul>	<p>organized by _____?</p> <ul style="list-style-type: none"> <li>Can you locate 2 key words?</li> <li>Which information would you find more relevant _____ or _____?</li> <li>If you were using the computer to search for your topics, would you use _____ words to start your search?</li> </ul>	<p>search a given topic. Teacher will provide students with a checklist of steps to follow.</p>
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<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4 ·</li> <li>WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand there are unique features and organization of informational text (text features, and search tools)</li> <li>· With support use the unique features to search information specific to the topic</li> <li>· Demonstrate knowledge in understanding how to use the tools to locate information</li> </ul>	<ul style="list-style-type: none"> <li>· If you don't understand can you do _____?</li> <li>· Is the information organized by _____?</li> <li>· Can you locate one key word?</li> <li>· Is _____ information relevant?</li> <li>· If you were using the computer to</li> </ul>	<ul style="list-style-type: none"> <li>· Create a class anchor chart making a list of text features with examples of each</li> <li>· Work in small groups on using key words to search a given topic with teacher support. Teacher will provide students with a checklist of steps to follow.</li> </ul>
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		search for your topics, would you use _____ words to start your search?	
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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.**

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



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





## New Jersey Student Learning Standard (NJSL) 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)**

**Essential Element of the NJSL: Use information gained from visual elements and words in the text to answer explicit who and what questions.**

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> <li>· General Education</li> <li>· <i>ESL Levels 4-5</i></li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Examine various text features (maps, diagrams, photos, audios) to understand specific information in the text</li> <li>· Synthesize the various text features and the text itself to understand the ideas in the text</li> <li>· Explain how the different text features aid understanding</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is this text about?</li> <li>▪ What can you do, if you don't understand?</li> <li>▪ What information can you obtain from the map?</li> <li>▪ Looking at the illustration, how does it relate to the text? Why is this important to help you understand?</li> <li>▪ Why is the map key, or legend, important</li> </ul>	<ul style="list-style-type: none"> <li>· Chart where, when and why an event takes place</li> <li>· Using an illustration, explain how it relates to a text</li> </ul>

<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Know how to examine various text features (maps, diagrams, photos, audios) to understand specific information in the text</li> <li>· Understand the ideas in the text</li> <li>· Understand how the</li> </ul>	<ul style="list-style-type: none"> <li>· Is this text about _____ or _____?</li> <li>· What can you do, if you don't understand?</li> <li>· Can you obtain _____ or _____ information from the map?</li> </ul>	<ul style="list-style-type: none"> <li>· As a class, chart where, when and why an event takes place</li> <li>· Using an illustration, fill in the blank to explain the illustration with information from the text. Teacher will provide a word/phrase bank.</li> </ul>
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	<p>different text features aid understanding</p>	<ul style="list-style-type: none"> <li>· Looking at the illustration, how does it relate to the text? Is this important to help you understand _____?</li> <li>· Is the map key, or legend, important because of _____?</li> </ul>	
<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>· Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Know how to examine various text features (maps, diagrams, photos, audios)</li> <li>· Understand the ideas in the text</li> <li>· Understand how the different text features aid understanding</li> </ul>	<ul style="list-style-type: none"> <li>· Is this text about _____?</li> <li>· If you don't understand can you _____?</li> <li>· Can you obtain _____ information from the map?</li> <li>· Looking at the illustration, do you think it relates to the text? Is this important to help you understand _____?</li> <li>· Is the map key, or legend, important because of _____?</li> </ul>	<ul style="list-style-type: none"> <li>· As a class, chart where, when and why an event takes place</li> <li>· Match an illustration with information from the text. Teacher will provide a word/phrase bank and support.</li> </ul>



## New Jersey Student Learning Standard (NJSL) 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.**

**Essential Element of the NJSL: Identify two related points the author makes in an informational text.**

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"> <li>· General Education</li> <li>· <i>ESL Levels 4-5</i></li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Make a clear link between the sentences and paragraphs when reading informational text</li> <li>· Explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc.)</li> <li>· Identify words that signify a relationship between ideas</li> <li>· Use relationships between idea to describe how an author supports specific points</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is the author’s message</li> <li>▪ What does the author claim?</li> <li>▪ What details are important?</li> <li>▪ Can you tell me something else that was written this way?</li> <li>▪ How does this sentence connect with what we read earlier?</li> <li>▪ Did the photographs help you understand the author’s meaning? How?</li> </ul>	<ul style="list-style-type: none"> <li>· List in sequential order 5 events from the a text</li> <li>· List 3 details that the author has cited as evidence to support his points</li> <li>· Write two short paragraphs that are connected to each other</li> </ul>

<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> </ul>	<ul style="list-style-type: none"> <li>· With support make a link between the sentences and paragraphs when reading informational text</li> </ul>	<ul style="list-style-type: none"> <li>· Is the author’s message ____ or ____?</li> <li>· Does the author claim ____ or ____ in the text?</li> </ul>	<ul style="list-style-type: none"> <li>· Work with a partner and list in sequential order 3 events from the a text</li> <li>· List 3 details (from a provided list of details) that the author has cited as evidence to support his points</li> </ul>
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<ul style="list-style-type: none"> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand how ideas in a text are connected by listening to language referring to the organization of ideas</li> <li>· Identify highlighted words that signify a relationship between ideas</li> <li>· Understand how to use relationships between ideas to describe how an author supports specific points</li> </ul>	<ul style="list-style-type: none"> <li>· Are _____ and _____ details important?</li> <li>· Can you tell me something else that was written this way?</li> <li>· Does this sentence connect with what we read earlier?</li> <li>· Did the photographs help you understand the author's meaning? Was it because of _____ ?</li> </ul>	<ul style="list-style-type: none"> <li>· Work with a partner and write two short paragraphs that are connected to each other using a teacher provided model.</li> </ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4 ·</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>· Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· With support identify two related points when reading an excerpt of an informational text</li> <li>· Understand how ideas in a text are connected</li> <li>· Identify highlighted words that signify a relationship between ideas</li> <li>· With support, understand how an author supports specific points using relationships between ideas</li> </ul>	<ul style="list-style-type: none"> <li>· Is the author’s message _____?</li> <li>· Does the author claim _____ in the text?</li> <li>· Is _____ detail important?</li> <li>· Was _____ also written this way?</li> <li>· Does this sentence connect with _____ that we read earlier?</li> </ul> <p>Did the photographs help you understand the author’s meaning?</p>	<ul style="list-style-type: none"> <li>· Work with a partner and order 3 pictures of events from the text in sequential order</li> <li>· Match 2-3 details (from a provided list of details) to the points the author is making.</li> <li>· Work with a partner and draw 2 pictures that are connected. With teacher support write several words or phrases describing the picture.</li> </ul>
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### New Jersey Student Learning Standard (NJSL) 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.

**Essential Element of the NJSL: Identify similarities between two texts on the same topic.**

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<ul style="list-style-type: none"><li>· General Education</li><li>· <i>ESL Levels 4-5</i></li><li>· WIDA 2: Reading, Speaking</li><li>· Special Education Students - High Group</li></ul>	<ul style="list-style-type: none"><li>· Closely read the text to identify the important details of the text</li><li>· Find similarities and differences about important details when reading about two texts that share the same topic</li><li>· Reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)</li></ul>	<ul style="list-style-type: none"><li>▪ What are the key details in this text?</li><li>▪ How will you keep track of the points the authors are making in each text?</li><li>▪ Is there information in this text that was not included in the other text?</li><li>▪ How are the ideas the same in both texts?</li></ul>	<ul style="list-style-type: none"><li>· Using a T chart, compare both texts</li><li>· Working with a partner, share what is the same/different about what you are reading</li><li>· Using a Venn diagram, compare and contrast the 2 texts</li></ul>

<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> </ul>	<ul style="list-style-type: none"> <li>· Identify the important details of the text</li> <li>· Find similarities and differences about</li> </ul>	<ul style="list-style-type: none"> <li>· Are ____ and ____ the key details in this text?</li> <li>· Will you keep track of the points the authors are</li> </ul>	<ul style="list-style-type: none"> <li>· Using a T chart, work with a partner to compare both texts excerpts. Teacher will provide a guide with relevant information.</li> <li>· Working with a partner, share what is the</li> </ul>
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<ul style="list-style-type: none"> <li>· Special Education Students - Mid Group</li> </ul>	<p>important details when reading about two texts that share the same topic</p> <ul style="list-style-type: none"> <li>· Review details presented in the text and understand how to connect them to previous knowledge</li> </ul>	<p>making in each text by using a graphic organizer or text map?</p> <ul style="list-style-type: none"> <li>· Is _____ information in this text that was not included in the other text?</li> <li>· Are _____ ideas the same in both texts?</li> </ul>	<p>same/different about what you are reading</p> <ul style="list-style-type: none"> <li>· Using a Venn diagram, compare and contrast the 2 excerpts of texts after class discussion of those texts. Use visual cues and a teacher provided word/phrase bank.</li> </ul>
<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Identify details in the text</li> <li>· Find similarities and difference</li> <li>· Understand details can be connected to previous knowledge</li> </ul>	<ul style="list-style-type: none"> <li>· Is _____ one of the key details in this text?</li> <li>· Do you know how to keep track of the points the authors are making in each text? Can you use a graphic organizer?</li> <li>· Is _____ information in similar/different to the other text?</li> <li>· Are _____ ideas the same in both texts?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will model using a T chart, compare both texts</li> <li>· Working with a partner, share/highlight/circle what is the same/different about illustrations of what you are reading</li> <li>· As a whole group activity, the class will use a Venn diagram to compare and contrast the 2 texts using illustrations from the text.</li> </ul>



**New Jersey Student Learning Standard (NJSL) W.3.2**

**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

**W.3.2.A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.**

**W.3.2.B. Develop the topic with facts, definitions, and details.**

**W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.**

**W.3.2.D. Provide a concluding statement or section**

**Essential Element of the NJSL: Write to share information supported by details.**

**a. Select a topic and write about it including one fact or detail. b. Not applicable c.**

**Not applicable**

**d. Not applicable**

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
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<ul style="list-style-type: none"> <li>· General Education</li> <li>· <i>ESL Levels 4-5</i></li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Distinguish from writing text to inform or explain</li> <li>· Groups supporting details to support details to support the writer's purpose</li> <li>· Understand the importance of including illustrations</li> <li>· Use fact, definitions, and details to develop topic</li> <li>· Use linking words and phrases to connect ideas</li> <li>· Know how to write a topic sentence</li> <li>· Write a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>· Are you writing to inform or explain?</li> <li>· What is your topic?</li> <li>· What example, definitions, and details will you use to explain your topic?</li> <li>· Why did you choose this topic?</li> </ul>	<ul style="list-style-type: none"> <li>· Given a passage students will identify the topic sentence.</li> <li>· 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.</li> <li>· Talk to a partner about your topic.</li> </ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Distinguish from writing text to inform or explain</li> <li>· Understand how to group supporting details to support the writer's purpose</li> <li>· Understand the importance of including illustrations</li> <li>· Understand how to use fact, definitions, and details to develop topic</li> <li>· Use linking words and phrases to connect ideas</li> <li>· Know how to write a topic sentence</li> <li>· Write a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>· Are you writing to inform or explain?</li> <li>· Do you have a topic?</li> <li>· Do you have an example and details to explain your topic?</li> <li>· Did you choose this topic because _____?</li> </ul>	<ul style="list-style-type: none"> <li>· Given an appropriately leveled passage, students will work with a partner to identify the topic sentence.</li> <li>· Student will be shown a piece of writing without the topic sentence and then choose a topic sentence from a list provided by the teacher.</li> <li>· Talk to a partner about your topic.</li> </ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4 ·</li> <li>WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand how to write to inform or explain</li> <li>· Understand supporting details</li> <li>· Understand the importance of illustrations</li> <li>· Understand how to develop topic</li> <li>· Use linking words</li> </ul>	<ul style="list-style-type: none"> <li>· Do you know how to write to inform? Explain?</li> <li>· Is _____ your topic?</li> <li>· Do you know how to write a topic sentence?</li> <li>· Can you use _____ and _____</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will read a passage and model for the students how identify the topic sentence.</li> <li>· Student will be shown a piece of writing without linking words. They will need to write/circle the best linking word from a list provided.</li> <li>· Talk/show a picture about your topic with your teacher. Teacher will assist</li> </ul>
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	<p>and phrases to connect ideas</p> <ul style="list-style-type: none"><li>· Understand how to write a topic sentence</li><li>· Understand how to write a conclusion</li></ul>	<p>examples to explain your topic?</p> <ul style="list-style-type: none"><li>· Did you choose this topic because _____?</li><li>· Do you know how to write a conclusion?</li></ul>	<p>in writing a topic sentence.</p>
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### New Jersey Student Learning Standard (NJSL) 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 NJSL: 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"> <li>· General Education</li> <li>· <i>ESL Levels 4-5</i></li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Produce writing that is clear and understandable to the reader</li> <li>· Unpack writing tasks (type of writing assignment)</li> <li>· Unpack writing purpose (the writer's designated reason for writing)</li> <li>· Focus the organization and development of a topic to reflect the task and purpose</li> </ul>	<ul style="list-style-type: none"> <li>· What is the purpose for writing this piece?</li> <li>· How will you persuade your audience?</li> <li>· Why are you writing this piece?</li> <li>· Who will be reading your writing?</li> <li>· How will you organize your writing?</li> </ul>	<ul style="list-style-type: none"> <li>· Using graphic organizers, sequence your writing piece from introduction to conclusion</li> <li>· Chart purposes for writing: to persuade, to inform, to entertain</li> <li>· Sequence a list of events from beginning to end</li> </ul>

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



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

<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> </ul>	<ul style="list-style-type: none"> <li>· Understand how to revise</li> <li>· Word choice</li> <li>· Understand how to</li> </ul>	<ul style="list-style-type: none"> <li>· Can you use a graphic organizer to help you organize your</li> </ul>	<ul style="list-style-type: none"> <li>· Use a partially completed graphic organizer to develop a plan for writing</li> </ul>
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<ul style="list-style-type: none"> <li>· Special Education Students - Mid Group</li> </ul>	<p>use two or more graphic organizers</p> <ul style="list-style-type: none"> <li>· Understand error need to be corrected</li> <li>· Know who to assist with error correction</li> </ul>	<p>ideas?</p> <ul style="list-style-type: none"> <li>· Using a graphic organizer, can you put your ideas or events in order?</li> <li>· Can you share with your partner what you plan to write?</li> <li>· What is your topic sentence?</li> <li>· Did you re-read your beginning? Can it be changed?</li> </ul>	<ul style="list-style-type: none"> <li>· In small groups, students will edit a teacher provided writing piece using a rubric</li> <li>· As a whole group, brainstorm ideas and write them on an anchor chart</li> </ul>
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<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4 ·</li> <li>WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Understand how to revise</li> <li>· Word choice</li> <li>· Understand how to use a graphic organizer</li> <li>· Understand error need to be corrected</li> </ul>	<ul style="list-style-type: none"> <li>· Do you know how to use a graphic organizer to list your ideas?</li> <li>· Do you know how to order your events?</li> <li>· What are you going to write about?</li> <li>· Do you know how to write a topic sentence?</li> <li>· Did you write a beginning sentence?</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will model how to complete a graphic organizer to develop a plan for writing</li> <li>· As a whole group, teacher will model steps on how to edit using a visual type rubric</li> <li>· As a whole group, brainstorm ideas and write them on an anchor chart</li> </ul>
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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"> <li>· General Education</li> <li>· <i>ESL Levels 4-5</i></li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Develop strategies with peers and adults to use digital tools</li> <li>· Use technology for producing and publishing writing</li> <li>· Use technology to collaborate with others</li> </ul>	<ul style="list-style-type: none"> <li>· Have you and your group decided what you will write about?</li> <li>· How will you divide the work so that you all contribute to the project</li> <li>· Where will you save your work until you are ready to print?</li> <li>· What program will you use to publish your work? Word? PowerPoint? Etc.</li> <li>· What online resources can you use to help write your paper</li> </ul>	<ul style="list-style-type: none"> <li>· Use basic keyboarding skills</li> <li>· Practice use of toolbar functions such as: bold, underline, font style, font size, etc.</li> <li>· Practice using Internet tools such as search engines (Google), online dictionaries</li> <li>· Use print commands</li> </ul>



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

**Essential Element of the NJSLS: Sort information on a topic or personal experience into two provided categories and write about each one.**

**Student Population**

**Critical Knowledge and Skills**

**Essential Questions**

**Sample Activities/Lesson Starters**

<ul style="list-style-type: none"> <li>· General Education</li> <li>· <i>ESL Levels 4-5</i></li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Locate information from print digital sources</li> <li>· Integrate information from personal experiences</li> <li>· Take notes and organize information into categories provided by the teacher</li> <li>· Gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes</li> <li>· Thoughtfully choose online sources</li> <li>· Select the information needed from each source</li> <li>· Connect new information learned online with</li> </ul>	<ul style="list-style-type: none"> <li>· What sources did you use to find your information?</li> <li>· What sources did you find on an internet search?</li> <li>· What sources did you find in a library search?</li> <li>· How can you paraphrase this sentence?</li> <li>· Can you write this sentence using your own words?</li> <li>· Is this information important to your research</li> <li>· Can you use an organizer to help you group your ideas?</li> </ul>	<ul style="list-style-type: none"> <li>· Use key words for searching a topic</li> <li>· Summarize information</li> <li>· Use a graphic organizer</li> <li>· Cite print and internet sources</li> </ul>
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	<p>offline resources</p> <ul style="list-style-type: none"><li>· Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources</li></ul>		
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<ul style="list-style-type: none"> <li>· ESL Levels 2.5-3.9</li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - Mid Group</li> </ul>	<ul style="list-style-type: none"> <li>· Locate information from print digital sources</li> <li>· Know how to integrate information from personal experiences</li> <li>· Take notes and organize information into categories provided by the teacher</li> <li>· Gather information from a variety of resources (words, pictures, digital sources)</li> <li>· Understand how to thoughtfully choose online sources</li> <li>· Select the information needed from each source</li> <li>· Understand how to connect information learned online with offline resources</li> <li>· Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources</li> </ul>	<ul style="list-style-type: none"> <li>· Did you use ____ or ____ source to find your information?</li> <li>· Did you find _____ or _____ sources on an internet search?</li> <li>· Did you find _____ or _____ source in a library search?</li> <li>· Can you paraphrase this sentence?</li> <li>· Can you write this sentence using your own words?</li> <li>· Is this information important to your research</li> <li>· Can you use an organizer to help you group your ideas?</li> </ul>	<ul style="list-style-type: none"> <li>· Use key words from a teacher provided list for searching a topic</li> <li>· Work with a partner to summarize information using a teacher provided model</li> <li>· Use a graphic organizer</li> <li>· Teacher will model how to cite print, and internet sources</li> </ul>
<ul style="list-style-type: none"> <li>· ESL Levels 1-2.4</li> </ul>	<ul style="list-style-type: none"> <li>· Locate information</li> <li>· Use personal experience in writing</li> </ul>	<ul style="list-style-type: none"> <li>· Did you use _____ source to</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher will model how to search using key words about a topic.</li> </ul>

<ul style="list-style-type: none"> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education</li> <li>Students - Low Group</li> </ul>	<ul style="list-style-type: none"> <li>· Categorize information</li> <li>· Gather information from a variety of sources</li> <li>· Understand how to thoughtfully choose online sources</li> <li>· Select the information needed from each source</li> <li>· Understand how to connect information learned online with offline resources</li> <li>· Understand how to use graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources</li> </ul>	<p>find your information?</p> <ul style="list-style-type: none"> <li>· Did you find _____ source on an internet search?</li> <li>· Did you find _____ source in a library search?</li> <li>· Do you know how to paraphrase this sentence?</li> <li>· Do you know how to write this sentence using your own words?</li> <li>· Is this information important to your research</li> <li>· Do you know how to use an organizer to help you group your ideas?</li> </ul>	<ul style="list-style-type: none"> <li>· Work with a partner to underline information that should be categorized together.</li> <li>· Use a partially completed graphic organizer by drawing or writing words/phrases</li> <li>· Teacher will model how to cite print, and internet sources</li> </ul>
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## New Jersey Student Learning Standard (NJSL) 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 NJSL: 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"> <li>· General Education</li> <li>· <i>ESL Levels 4-5</i></li> <li>· WIDA 2: Reading, Speaking</li> <li>· Special Education Students - High Group</li> </ul>	<ul style="list-style-type: none"> <li>· Produce numerous pieces of writing over various time frames</li> <li>· Develop skills in research</li> <li>· Reflection on and revise writing</li> <li>· Self-correct when writing to produce a clearer message</li> <li>· Purposefully explain choices made while writing</li> <li>· Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul>	<ul style="list-style-type: none"> <li>· Write about...</li> <li>· You will have ___ minutes to write about...</li> <li>· What will you do to plan your writing?</li> <li>· Use your proofreading checklist when you are editing and revising.</li> <li>· How is writing a report different from writing a narrative?</li> </ul>	<ul style="list-style-type: none"> <li>· Use various sources to research a topic</li> <li>· Write an introduction for a research paper</li> <li>· Write a conclusion for a research paper</li> <li>· Create an outline to organize thoughts on a topic</li> </ul>

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



## 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.**

### Phonics

**Lesson 6:**

-Words with the VCV pattern

**Lesson 7:**

- Three-letter clusters

**Lesson 8:**

-Silent letters kn, wr

**Lesson 9:**

-Vowel Diphthongs ow ou

**Lesson 10:**

-Words with au, aw, al, and o

### Fluency

\*Utilize fluency routine cards when working with the phonics and structural analysis passages.

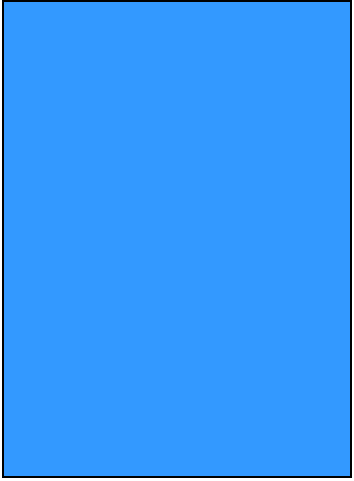
**\*Fluency assessment passages are optional and may be used to distinguish an individual child's reading abilities as necessary.**





Journey Readings	CCSS: Exemplars (Appendix B)	Novel
<p>Journey Readings:            Chased By a Bat!, Dorthy Hanson            A Sound in the Ground, Natalie Mullins            Life in a Cave, Robin Koontz            The Elephants, Natalie Mullins            Making Murals, Rob Arego            Artists All Around You, Stanford Makishi            Art in Caves, Alexandria, Behr            Artists Are Everywhere, Stanford Makishi            Dear Diary, Rubi Borgia            The Great Storyteller, Rubi Borgia            The Night Bird, Rubi Borgia            The Storyteller, Rubi Borgia            Before the Talkies, Bo Grayson            Tall Tale Tuesday, Jane Bingley            The Kabuki Kid, Katrina Van Horn            Manny’s Story, Jane Bingley            The Wright Brothers, Rob Arego            George Washington Carver, Minnie Timenti            The TV Kid, Katrina Van Horn            The Life of George Washington Carver,            Minnie Timenti</p>	<p><u>Poetry:</u>            A Bat is Born            The Treasure            Allen Say, Kamishibai Man</p> <p><u>Read-Aloud Poetry:</u></p> <p><u>Informational Text:</u>            What Do Illustrators Do?,            Eileen Christlebow            The True Story of            Kamishibai            Moving Pictures</p> <p><u>Biography:</u>            Young Thomas Edison</p> <p><u>Stories:</u>            Bat Loves the Night            Jack Draws a Beanstalk            The Harvest Birds</p>	<p>Coerr, Eleanor. <i>Sadako and the Thousand Paper Cranes</i></p> <p>Hiroshima-born Sadako is lively and athletic-the star of her school’s running team. And then the dizzy spells start. Soon gravely ill with leukemia, an aftereffect of the atom bomb that fell on her city when she was only an infant, Sadako approaches her illness as she did her running-with irrepressible spirit. Recalling a Japanese legend, Sadako sets to work folding paper cranes. For the legend holds that if a sick person folds one thousand cranes, the gods will grant her wish and make her healthy again. Based on a true story, <i>Sadako and the Thousand Paper Cranes</i> celebrates the courage that made one young woman a heroine in Japan.</p>





**When teaching  
vocabulary,**

- Please introduce students to 10-12 words per week.

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· 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**

<b>Target Vocabulary</b>				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10

<ul style="list-style-type: none"><li>➤ Twitch</li><li>➤ Swoops</li><li>➤ Squeak ➤ E</li><li>choes</li><li>➤ Detail</li></ul>	<ul style="list-style-type: none"><li>➤ Imagine ➤</li><li>Tools</li><li>➤ Research</li><li>➤ Textures</li></ul>	<ul style="list-style-type: none"><li>➤ Harvest</li><li>➤ Separate</li><li>➤ Borders</li><li>➤ Serious</li></ul>	<ul style="list-style-type: none"><li>➤ Familiars</li><li>➤ Applause</li><li>➤ Vacant</li><li>➤ Rickety</li><li>➤ Rude</li></ul>	<ul style="list-style-type: none"><li>➤ Invention</li><li>➤ Experiment</li><li>➤ Signal</li><li>➤ genius</li></ul>
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### Domain-Specific Vocabulary

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<ul style="list-style-type: none"> <li>➤ Mammal</li> <li>➤ Nocturnal</li> <li>➤ Environment</li> </ul>	<ul style="list-style-type: none"> <li>➤ foreground</li> <li>➤ typeface</li> <li>➤ watercolors</li> <li>➤ Publisher</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pilgrimage</li> <li>➤ Perceptions</li> <li>➤ Perceptions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mine</li> <li>➤ Atmosphere</li> <li>➤ Storyteller</li> <li>➤ Improvisatomm</li> </ul>	<ul style="list-style-type: none"> <li>➤ Patent</li> <li>➤ Phonograph</li> <li>➤ Soundwaves</li> </ul>

### Terms about Reading/Language Arts

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Sequence of Events Domain-Specific-vocabulary Suffix Verb	Text Features Graphic Features Synonyms Future Tense	Conclusion Literal Meaning Comma	Cause Effect Glossary	Main idea Details Pronoun

### Spelling Words

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10

<ul style="list-style-type: none"> <li>➤ Math</li> <li>➤ Toast ➤ Easy</li> <li>➤ Socks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Three</li> <li>➤ Scrap</li> <li>➤ Street</li> <li>➤ Scream</li> </ul>	<ul style="list-style-type: none"> <li>➤ Itch ➤ Patch</li> <li>➤ Knuckle</li> <li>➤ Knot</li> </ul>	<ul style="list-style-type: none"> <li>➤ Clown</li> <li>➤ Coward</li> <li>➤ Crown</li> <li>➤ House</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lawn</li> <li>➤ Always</li> <li>➤ Wall ➤ Salt</li> </ul>
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<b>Writing</b>		
<b>Primary Focus: Writing Unit</b>	<b>Secondary Focus</b>	<b>Routine Writing</b>

## Writer's Workshop

### -Lesson 1:

**Opinion Writing: Response Paragraph**

**Focus Trait: Ideas**

**Language:**

1. More Short and Long Vowels
2. Suffixes –able, -ible
3. What is a verb?

### -Lesson 2:

**Opinion Writing: Opinion Paragraph**

**Focus Trait: Organization**

**Language:**

1. Three-letter clusters
2. Synonyms
3. Verb tenses

### -Lesson 3:

**Narrative Writing: Response Paragraph**

**Focus Trait : Word Choice**

**Language:**

1. Unexpected consonant spellings
2. Context clues
3. Using commas

### -Lesson 4:

**Opinion Writing: Prewrite a response to literature**

**Focus Trait Organization**

**Language:**

1. Vowel Sound in town
2. Dictionary
3. Abstract nouns

### Lesson 5:

**Narrative Writing: Draft a response to literature**

**Focus Trait: Sentence Fluency**

**Language:**

1. Vowel sound in talk
2. Shades of meaning
3. Pronouns and antecedents

Research writing will be covered as part of the PARCC writing RST lessons.

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**

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





# Writing Rubrics

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

**NOTE:**

not scored for elicited narrative stories.

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

-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 Information Writing—Third Grade

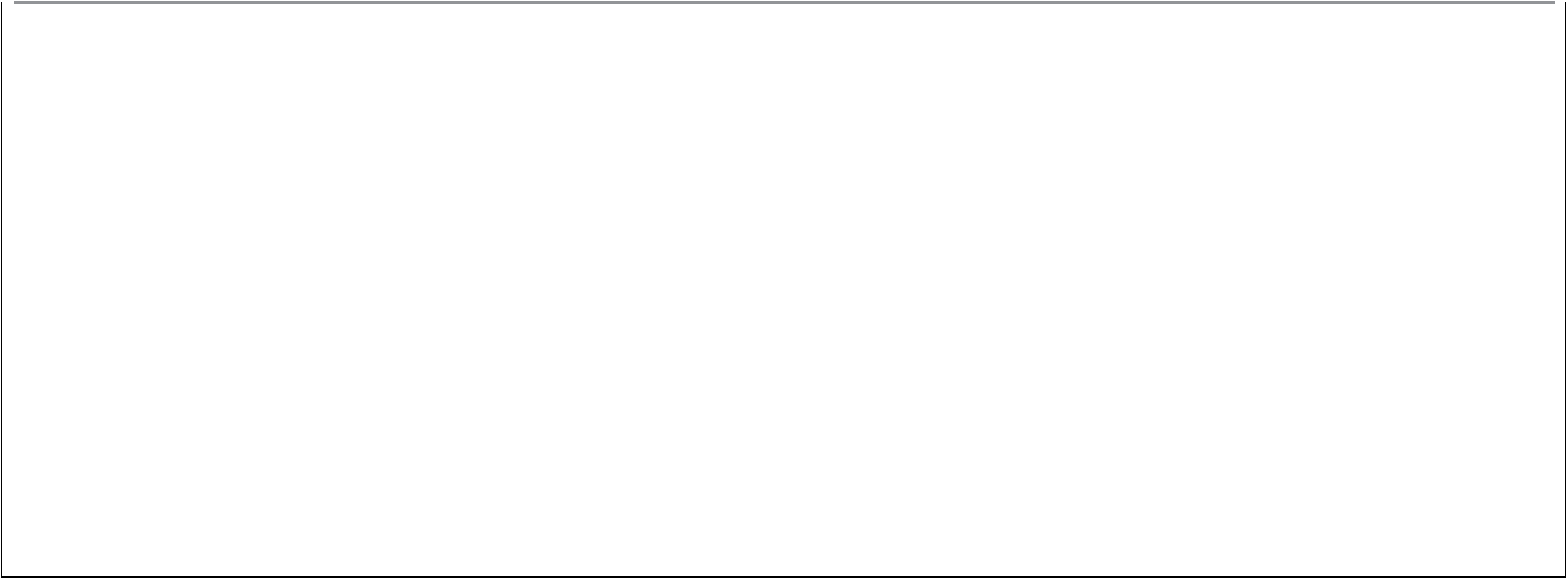
	Grade 1 (1 POINT)	1.5PTS	Grade 2 (2POINTS)	2.5PTS	Grade 3 (3POINTS)	3.5PTS	Grade 4 (4POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer taught her readers about a topic.	Mid-level 	The writer taught readers some important points about a subject.	Mid-level 	The writer taught readers information about a subject. She put in ideas, observations, and questions.	Mid-level 	The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of his writing.	
<b>Lead</b>	The writer named his topic in the beginning and got the readers' attention.	Mid-level	The writer wrote a beginning in which she named a subject and tried to interest readers.	Mid-level	The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject.	Mid-level	The writer hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she would teach them different things about a subject.	
<b>Transitions</b>	The writer told different parts about her topic on different pages.	Mid-level 	The writer used words such as and and also to show he had more to say.	Mid-level 	The writer used words to show sequences such as before, after, then, and later. She also used words to show what did not fit such as however and but.	Mid-level 	The writer used words in each section that helped the reader understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as before, later, next, then, and after. If he organized the section in kinds or parts, he used words such as another, also, and for example.	



	Grade 1 (1 POINT)	1.5PTS	Grade 2 (2POINTS)	2.5PTS	Grade 3 (3POINTS)	3.5PTS	Grade 4 (4POINTS)	SCORE
<b>STRUCTURE (cont.)</b>								
<b>Organization</b>	The writer told about her topic part by part.	Mid-level 	The writer's writing had different parts. Each part told different information about the topic.	Mid-level 	The writer grouped her information into parts. Each part was mostly about one thing that connected to her big topic.	Mid-level 	The writer grouped information into sections and used paragraphs and sometimes chapters to separate sections. Each section had information that was mostly about the same thing. He may have used headings and subheadings.	
								TOTAL
<b>DEVELOPMENT</b>								

## Writing Rubrics

<b>Ending</b>	The writer wrote an ending.	Mid-level 	The writer wrote some sentences or a section at the end to wrap up her piece.	Mid-level 	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	Mid-level 	The writer wrote an ending that reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.	
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## Writing Rubrics

<b>Elaboration*</b>	The writer put facts in his writing to teach about his topic.	Mid-level	The writer used different kinds of information in her writing such as facts, definitions, details, steps, and tips.	Mid-level	The writer wrote facts, definitions, details, and observations about his topic and explained some of them.	Mid-level	<p>The writer taught her readers different things about the subject. She chose those subtopics because they were important and interesting.</p> <p>The writer included different kinds of facts and details such as numbers, names, and examples.</p> <p>The writer got her information from talking to people, reading books, and from her own knowledge and observations.</p> <p>The writer made choices about organization. She might have used compare/contrast, cause/effect, or pro/con. She may have used diagrams, charts,</p>	(X2)	
	<b>Grade 1</b> (1 POINT)	1.5PTS	<b>Grade 2</b> (2POINTS)	2.5PTS	<b>Grade 3</b> (3POINTS)	3.5PTS	<b>Grade 4</b> (4POINTS)		SCORE
<b>DEVELOPMENT (cont.)</b>									



## Writing Rubrics

<b>Craft*</b>	The writer used labels and words to give facts.	Mid-level 1	The writer tried to include the words that showed he was an expert on the subject.	Mid-level 1	The writer chose expert words to teach readers a lot about the subject. She taught information in a way to interest readers. She may have used drawings, captions, or diagrams.	Mid-level 1	The writer made deliberate word choices to teach his readers. He may have done this by using and repeating key words about his topic. When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify his points. The writer made choices about which information was best to include or not include. The writer used a teaching tone. To do so, he may have used phrases such as that means . . . , what that really means is . . . , and let me explain. . . .	(X2)
								TOTAL

### LANGUAGE CONVENTIONS

<b>Spelling</b>	The writer used all he knew about words and chunks (at, op, it, etc.) to help him spell. The writer spelled the word wall words right and used the word wall to help him spell other words.	Mid-level	The writer used what she knew about spelling patterns (tion, er, ly, etc.) to spell a word. 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.	Mid-level	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid-level	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.	





	<b>Grade 1</b> (1 POINT)	1.5PTS	<b>Grade 2</b> (2POINTS)	2.5PTS	<b>Grade 3</b> (3POINTS)	3.5PTS	<b>Grade 4</b> (4POINTS)	SCORE
<b>LANGUAGE CONVENTIONS (cont.)</b>								
<b>Punctuation</b>	<p>The writer ended sentences with punctuation.</p> <p>The writer used a capital letter for names.</p> <p>The writer used commas in dates and lists.</p>	Mid-level 	<p>The writer used quotation marks to show what characters said.</p> <p>When the writer used words such as can't and don't, he put in the apostrophe.</p>	Mid-level 	<p>The writer punctuated dialogue correctly, with commas and quotation marks.</p> <p>The writer put punctuation at the end of every sentence while writing.</p> <p>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.</p>	Mid-level 	<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p>	
								TOTAL

# Writing Rubrics







## 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](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](http://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](http://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.





## Suggested Websites

[www.engageny.com](http://www.engageny.com)

### **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](http://www.readworks.org)



## 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](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](http://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](http://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](http://www.adventureaquarium.com)



## ELL Resources

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- **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](http://www.Duolingo.com)

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

- **Differentiation activities for students based on their lexile-** [www.Mobymax.com](http://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



## Special Education Resources

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- **Animoto**

Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share.

<https://animoto.com>

- **Bookbuilder**

Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills.

<http://bookbuilder.cast.org/>

- **CAST**

CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences.

<http://www.cast.org>

- **CoSketch**

CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images.

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

- **Crayon**

The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper.

<http://crayon.net/>

- **Education Oasis**

Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more!

<http://www.educationoasis.com/printables/graphic-organizers/>

- **Edutopia**

A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration.

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

## Special Education Resources

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- **Glogster**

Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends.

<http://edu.glogster.com/?ref=personal>

- **Interactives – Elements of a Story**

This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution.

<http://www.learner.org/interactives/story/index.html>

- **National Writing Project (NWP)**

Unique in breadth and scale, the NWP is a [network of sites](#) anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities.

<http://www.nwp.org>

- **Pacecar**

Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.

<http://pacecar.missingmethod.com/>

- **Plickers**

Plickers is a powerfully simple tool that lets teachers collect real-time formative assessment data without the need for student devices. Use Plickers for quick checks for understanding to know whether your students are understanding big concepts and mastering key skills.

<https://plickers.com/>

- **Read Write Think**

ReadWriteThink provides educators, parents, and afterschool professionals with access to the highest quality practices in reading and language arts instruction by offering the very best in free materials

<http://www.readwritethink.org>

- **RubiStar**

**RubiStar** is a free tool to help teachers create quality rubrics.

<http://rubistar.4teachers.org/index.php>

## Special Education Resources

- **VisuWords**

Visuwords is an online graphic dictionary and thesaurus that helps develop word knowledge. Word relationships are illustrated by the color and pattern of the link between words.

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

- **Vocab Ahead**

Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.

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

- **Voki**

Voki is text to speech generator that allows the user to create a personal speaking avatar that can be embedded in a website. The site offers a high level of customization ranging from the overall look of the Voki to the sound of its voice.

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

- **Webspiration**

Webspiration is an online visual thinking tool with features that assist students in capturing ideas, organizing information, diagramming processes, and creating concise written documents. <http://www.mywebspiration.com/>

- **Wordle**

Wordle is a toy for generating 'word clouds' from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and color schemes.

<http://www.wordle.net/>

