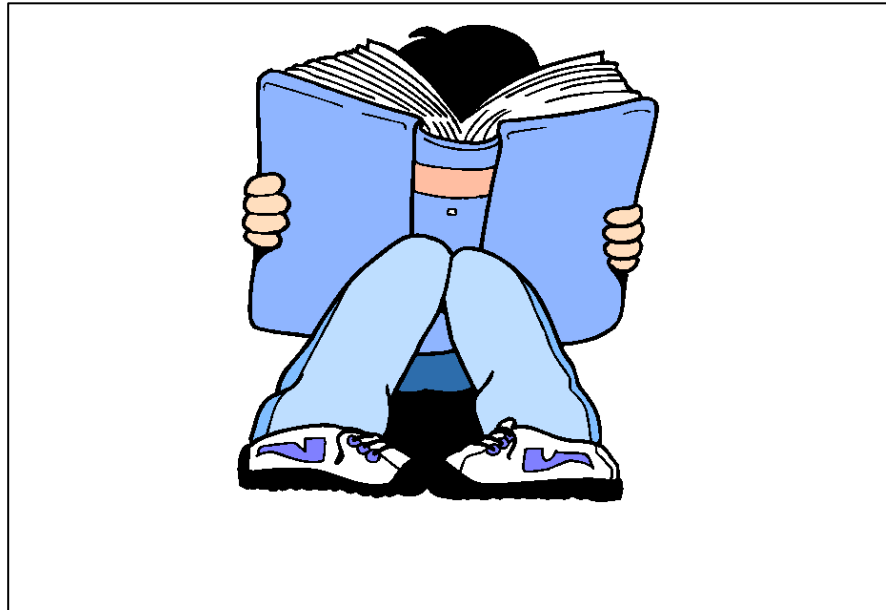


ENGLISH LANGUAGE ARTS



Grade 3: Unit 4

Reading Literature & Informational Text and Opinion Writing

Course Description *(Workshop Model)*

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

Rationale

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

ESL Framework

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

Pacing Chart – Unit 4

**Topic: Reading
Literature &
Informational Text
Informative/Explanatory Writing**

NJSLS

**Instruction:
8 weeks
Assessment
: 1 week**

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

Reading Instruction: Journeys: Conservations, Fossils, Trees, Social Relationships, and Climate

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

Writer's Workshop: Journeys: Opinion Writing (Persuasive letter, Opinion paragraph, Problem and Solution Paragraph, Prewrite a persuasive Essay, Draft an persuasive essay)

Reading Standards: Literature

RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.9, RL.3.10

Informational RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10

Reading Foundational Skills: RF.3.3A,B,C,D, RF.3.4A,B,C,D,E,F

Writing Standards: W.3.1A,B,C,D, W.3.2A,B,C,D, W.3.3A,B, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.9, W.3.10

Language Standards: L.3.1A,C,D,E,F,G,I, L.3.2A,D,E,F,G, L.3.3A, L.3.4A,B,C,D L.3.5A, B, L.3.6

Speaking and Listening Standards:

SL.3.1A,B,C,D,, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6

Effective Pedagogical Routines/Instructional Strategies

Collaborative problem solving

Writing to learn Making

thinking visible

Note-taking Rereading

& rewriting

Establishing text-based norms for discussions & writing

Establishing metacognitive reflection & articulation as a regular pattern

in learning

Quick writes

Pair/trio Sharing

Turn and Talk

Charting Gallery

Walks

Whole class discussions

Modeling

Word Study Drills

Flash Cards

Interviews

Role Playing

Diagrams, charts and graphs

Storytelling Coaching

Reading partners Visuals

Reading Aloud

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

Mind Mapping Trackers

Multiple Response Strategies

Choral reading

Reader's/Writer's Notebooks

Conferencing

Educational Technology

Standards

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

➤ Technology Operations and Concepts

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

Example: Students, after editing their fairy tale from Writer’s Workshop, will publish their completed fairy tale using a word processing application adding graphics.

➤ Communication and Collaboration

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

Example: Students will share their fairy tales with students from other schools.

➤ Research and Information Literacy

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

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

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

Computer Skills

Basic Computer Skills

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

Word Processing Skills

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

Keyboarding Skills

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

Internet Skills

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

Publisher Skills

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

Career Ready Practices

Standards

CRP1, CRP4, CRP12

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

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

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

- **CRP4. Consider the environmental, social and economic impacts of decisions.**

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 Writer's Workshop Unit "Once Upon a Time", mastery of conventions, word choice and organization.

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

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

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

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



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

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

1- Entering

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

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

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

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

Differentiated Instruction

Accommodate Based on Students' Individual Needs: Strategies

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

Interdisciplinary Connections

Technology Connections: 8.1.5.E.1

Balto, The Dog who Saved Nome

Students will use the glogster to research various aspects of climate change including rising temperatures and sea water. Students can conduct digital research and then create a digital presentation of their own to present to the class.

<https://climatekids.nasa.gov/climate-change-meaning/>

Text Exemplar

Where Do Polar Bears Live- Science, Technology: 8.1.5.E1

Students will research the polar bears and their habitats. They will also document through a digital or oral presentation the effect global warming is having on the polar bear species.

Use the below link to learn about polar bears.

<http://www.polarbearsinternational.org/for-students/polar-bears-for-kids>

<http://kids.nceas.ucsb.edu/biomes/tundra.html>

Enrichment

Accommodate Based on Students Individual Needs: Strategies

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

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

Assessments

Required District/State Assessments

- DRA2
- Study Island
- End of Unit Assessment
(Students with CPL \geq 3.5)
- ESL Unit Level 1-2 Assessment
(Students with CPL \leq 3.4)
- W-APT oral language proficiency test / ACCESS
- 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 | | | | |
|-----------------|---|--------------------------|----|----|----|----|
| | | 16 | 17 | 18 | 19 | 20 |
| LANGUAGE | | | | | | |
| L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | |
| L.3.1A | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | X | | | | X |
| L.3.1B | Form and use regular and irregular plural nouns. | X | | | | |
| L.3.1C | Use abstract nouns (e.g., <i>childhood</i>). | | | X | | |
| L.3.1D | Form and use regular and irregular verbs. | | | X | X | X |
| L.3.1E | Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. | | X | X | X | X |
| L.3.1F | Ensure subject-verb and pronoun-antecedent agreement. | | | X | X | |
| L.3.1G | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | | X | | | |
| L.3.1H | Use coordinating and subordinating conjunctions. | | | X | | |
| L.3.1I | Produce simple, compound, and complex sentences. | | | | | 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. | | | | | |
| L.3.2C | Use commas and quotation marks in dialogue. | | | | | |

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|-------------------------------------|--|---|---|---|---|---|
| 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 | |
| L.3.2F | Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. | X | X | X | | |
| 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. | X | | | | |
| L.3.4 | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. | | | | | |
| L.3.4A | Use sentence-level context as a clue to the meaning of a word or phrase. | X | X | | | X |
| L.3.4B | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). | | X | | X | |
| L.3.4C | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). | | X | X | X | |
| L.3.4D | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | X | X | X | X | X |
| L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | | | | | |
| L.3.5A | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). | | | | | X |
| L.3.5B | Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). | | X | X | X | X |
| L.3.5C | Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). | X | | | | |
| L.3.6 | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). | X | X | X | X | X |
| READING: FOUNDATIONAL SKILLS | | | | | | |
| RF.3.3A | Identify and know the meaning of the most common prefixes and derivational suffixes. | | | | | |
| RF.3.3B | Decode words with common Latin suffixes. | | | | | |

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|----------------------------|--|---|---|---|---|---|
| RF.3.3C | Decode multisyllable words. | X | X | X | X | X |
| RF.3.3D | Read grade-appropriate irregularly spelled words. | | | | | |
| RF.3.4A | Read grade-level text with purpose and understanding. | X | X | X | X | 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 |
| 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. | | | | | |
| READING: LITERATURE | | | | | | |

| | | | | | | |
|---------|---|---|--|---|---|---|
| RL.3.1 | Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | X | | X | X | X |
| RL.3.2 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. | X | | | X | X |
| 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 | X |
| RL.3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | X | | | 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 | | X | X | X |
| RL.3.6 | Distinguish their own point of view from that of the narrator or those of the characters. | X | | | | |
| 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). | X | | | | X |
| RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. | X | | X | X | X |

| READING: INFORMATIONAL TEXT | | | | | | |
|-----------------------------|--|--|---|---|---|---|
| RI.3.1 | Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | X | X | X | X |
| 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 | | X |
| RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | | X | | X |
| RI.3.6 | Distinguish their own point of view from that of the author of a text. | | X | | | |
| 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 | | |
| 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 |
| WRITING | | | | | | |
| W.3.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. | | | | | |
| W.3.1A | Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. | X | X | | X | X |
| 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 |

| | | | | | | |
|--------|---|---|---|---|---|---|
| W.3.1D | Provide a conclusion. | X | X | X | | X |
| W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | | | |
| W.3.2A | Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. | | | X | | |
| W.3.2B | Develop the topic with facts, definitions, and details. | | | | | |
| W.3.2C | Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. | | | | | |
| W.3.2D | Provide a conclusion. | | | | | |
| W.3.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. | | | | | |
| W.3.3A | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. | | | | | X |
| 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 | | X |
| W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, | X | X | X | X | X |

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|-------|---|---|--|--|---|---|
| | and editing. | | | | | |
| W.3.6 | With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. | | | | | X |
| W.3.7 | Conduct short research projects that build knowledge about a topic. | X | | | X | X |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | | | | X | X |

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| W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | X | X | X | X | X |
| SPEAKING AND LISTENING | | | | | | |
| SL.3.1A | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. | X | X | X | X | X |
| SL.3.1B | Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | X | X | X | X | X |
| SL.3.1C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | X | X | X | X | X |
| SL.3.1D | Explain their own ideas and understanding in light of the discussion. | X | X | X | X | X |
| SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | | | | X |
| SL.3.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | X | X | X | X | X |
| SL.3.4 | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | X | | | X | |
| SL.3.5 | Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | | | 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 | |

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| Grade: 3 | Unit: 4 | Topic: Reading Literature and Informational Text Informative and Explanatory Writing |
| <p>Standards: NJSLs:</p> <p>Reading Literature: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.9, RL.3.10</p> <p>Reading Informational Text: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10</p> <p>Reading Foundational Skills: RF.3.3A,B,C,D, RF.3.4A,B,C,D,E,F</p> <p>Writing: W.3.1A,B,C,D, W.3.2A,B,C,D, W.3.3A,B, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.9, W.3.10</p> <p>Speaking and Listening: SL.3.1A,B,C,D,, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6</p> <p>Language: L.3.1A,C,D,E,F,G,I, L.3.2A,D,E,F,G, L.3.3A, L.3.4A,B,C,D L.3.5A, B, L.3.6</p> | | |

IFL Unit

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

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| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group | <ul style="list-style-type: none"> · Ask and answer questions (who, what, when, why, where) · Refer to the text for answers · Synthesize information from the text in order to answer questions about the text · Form and ask questions · Understand the details in the text | <ul style="list-style-type: none"> ▪ Who or what is this text about? ▪ Where in the text can you find the answer? ▪ How can I retell the story in sequential order? | <ul style="list-style-type: none"> · Students will select higher level thinking questions about a text from a list of options referring explicitly to the text. They will chart the questions on a T-chart and discuss the questions with a partner. The students can then chart their answers on the chart. · Teach children to answer a question by modeling while staying active with question toss. · Provide students with a list of sample questions for an appropriately leveled text. · Ask a question then throw the ball to a student. The student answers the question then asks a related follow-up question from the list or they may develop it on their own. |
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| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group | <ul style="list-style-type: none"> · Ask and answer questions (who, when, where) · Refer to the text, while also referring to illustrations for support, for answers · Synthesize information from the text while using illustrations for support, in order to answer questions about the text · Ask questions · Understand the details in the text | <ul style="list-style-type: none"> ▪ Who or what is this text about? ▪ In which paragraph can you find the answer? ▪ Is this the main idea? ▪ Which of these details can be used to show _____? ▪ Which of these shows the story in sequential order? | <ul style="list-style-type: none"> · Students will select questions from a list of questions referring explicitly to the text and discuss the question with a partner. · Teach children to answer a question by modeling while staying active with question toss. · Provide students with a list of sample questions for an appropriately leveled text. · Ask a who/what/where question then throw the ball to a student. The student answers the question then asks a related follow-up question from the list or they may develop it on their own. |
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Sample Test Released Item: TECR (VF651241)

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

Task:

Show the correct sequence of the events from "How Big Bear Stuck to the Sky" :

Sky People chase Fisher and Wolverine.

Wolverine breaks the sky floor open.

The animals meet to decide how to bring warmth to Earth

Fisher is given a place to live in the sky.

Wolverine and Fisher climb through the sky hole.

Tell what happened first, second, third, fourth and fifth.

New Jersey Student Learning Standard (NJSLs) 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 NJSLs: Associate details with events in stories from diverse cultures.

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

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

Sample Test Released Item: EBSR (VF886878)

Associated Text: "Camping with the Cousins"

Task: Today you will read the story "Camping with Cousins." As you read, pay close attention to the narrator and her family as you answer the questions to prepare to write a narrative story.

Copyright restrictions prevent "Camping with Cousins" by Sue Katherine Jackson from being displayed in this format. Please refer to the August 2001 issue of *Ladybug* magazine, accessible through your local library.

Part A:

Which statement **best** describes a central message in the story?

A. Sharing love and happy times with family is the best part of camping.

- B. The most enjoyable time to go fishing is early in the morning.
- C. Camping is most enjoyable when it is warm outside.
- D. The best place to use imagination is in nature.

Part B:

Select **two** sentences from the story that support the answer to Part A

- A. "Aunt Chris is lighting the stove" (paragraph 1)
- B. "Mabs and Gramps are up, and we cousins give them big hugs." (paragraph 3)
- C. "When I feel the cold, spotted scales of the fish in the net, my heart jumps just as the trout did on the line." (paragraph 4)
- D. "Then my cousins and I go back to our secret fort." (paragraph 8)
- E. "Uncle George makes the best dinners, too." (paragraph 9)
- F. "I see the first faint stars." (paragraph 10)

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

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

New Jersey Student Learning Standard (NJSLS) RL.3.4

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

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

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

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

Sample Test Released Item: EBSR (VF651218)

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

Task:

Part A:

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

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

Part B:

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

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

Essential Element of the NJSL: Determine the beginning, middle, and end of a familiar story with a logical order.

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
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| <ul style="list-style-type: none">· General Education· <i>ESL Levels 4-5</i>· WIDA 2: Reading, Speaking· Special Education Students - High Group | <ul style="list-style-type: none">· Describe how various parts build on one another not only in stories, but in dramas and poems· Identify the parts of this story (chapters, stanzas, scenes)· Determine how the parts of a story are connected or organized (time order, topic) | <ul style="list-style-type: none">· In a book, what is the importance of having chapters?· In a poem, what is the importance of having stanzas?· In a play, what is the importance of having scenes?· How does what the author said in an earlier paragraph help us understand what is happening now? | <ul style="list-style-type: none">· Chart the differences between a story, poem, and a play· Have students discuss the characteristics of chapters, stanzas and scenes.· Discuss the use of “stage directions” and how these help the reader to visualize the story |

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| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group | <ul style="list-style-type: none"> · Understand that various parts build on one another not only in stories, but in dramas and poems · Identify the parts of this story (chapters, stanzas, scenes) · Understand that the parts of a story are connected or organized (time order, topic) | <ul style="list-style-type: none"> · In a book, is the importance of having chapters _____ and _____? · In a poem, is the importance of having stanzas _____ or _____? · In a play, is the importance of having scenes _____ or _____? · When the author said _____ in an earlier paragraph, does it help us understand _____ that is happening now? | <ul style="list-style-type: none"> · Students will work with a partner to chart the differences between a story, poem, and a play. Teacher will provide details of each for students to use as a reference sheet. · Have students discuss the characteristics of chapters, stanzas and scenes. · Students will draw several pictures based on a recently read story, poem or stanza to show how the parts build upon each other. |
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| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students – Low Group | <ul style="list-style-type: none"> · Understand that various parts build on one another not only in stories, but in dramas and poems · Understand the meaning of the words chapters, stanzas, and scene. · Understand that the parts of a story are connected or organized (time order, topic) | <ul style="list-style-type: none"> · In a book, is the importance of having chapters _____? · In a poem, is the importance of having stanzas _____? · In a play, is the importance of having scenes _____? · When the author said _____ in an earlier paragraph, does it help us understand _____ that is happening now? | <ul style="list-style-type: none"> · As a whole group, students will work to chart the differences between a story, poem, and a play. Teacher will provide details of each for students to use as a reference sheet. · Students will draw pictures to refer to various parts of a story of a poem using each paragraph or stanza. · Given a story and a play students can identify and highlight at least two differences. |
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New Jersey Student Learning Standard (NJSL) RL.3.6

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

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

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

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

New Jersey Student Learning Standard (NJSL) RL.3.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

Essential Element of the NJSL: Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
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| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year · Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts · Read texts with scaffolding, as needed minimal clarifications | <ul style="list-style-type: none"> ▪ What kind of book is this? ▪ What is the main idea, or message, in the story, poem, or play? ▪ Did you go back and re-read? ▪ What are you reading at home? ▪ What can you do if you don't understand? | <ul style="list-style-type: none"> · Chart the different genres in literature such as stories, dramas and poetry · Assign small groups each a different genre of literature and how students work collaboratively to determine the main idea or the message in the story, poem or play · Students will record on a reading chart what they have read during the school year and which genre applies |

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| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education | <ul style="list-style-type: none"> · Develop language skills · Demonstrate good reading habits · Read various types of leveled texts | <ul style="list-style-type: none"> ▪ What kind of book is this, ____ or ____? ▪ Is the main idea, or message, in the story, | <ul style="list-style-type: none"> · Allow students to have a small group discussion about several books. Students can write/draw pictures to show the main ideas of their stories. The teacher will then |
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| <p>Students - Mid Group</p> | <p>independently, and closely</p> | <p>poem, or play _____ or _____?</p> <ul style="list-style-type: none">▪ Did you go back and re-read?▪ Are you reading at home?▪ Do you know what you can you do if you don't understand? | <p>work with them to help the students sort their work into different genres.</p> <ul style="list-style-type: none">· Provide time to have a class discussion about a book recently read by the teacher. Working with a partner, class will complete a graphic organizer that will include the setting, main characters, problem, and solutions. They will then report out their information which will be recorded on an anchor chart. As a follow up activity the students can complete a graphic organizer about a book they are reading at home. |
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| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group | <ul style="list-style-type: none"> · Demonstrate good reading habits · Read various types of leveled texts independently, and closely · Develop language skills | <ul style="list-style-type: none"> ▪ What kind of book is this, _____? ▪ Is the main idea, or message, in the story, poem, or play _____? ▪ Can you go back and re-read? ▪ Are you reading at home? ▪ Can you do _____ if you don't understand? | <ul style="list-style-type: none"> · Allow students to work with a small group to review known stories/poems. Students can write words (using a word bank)/draw pictures to show the main ideas of their stories. The teacher will then work with them to help the students sort their work into different genres. · Students can match pictures from stories to different genres. Teacher can assist as needed. · Provide time to have a class discussion about a book recently read by the teacher. Working as a whole group, the class will |
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| | | | complete a graphic organizer that will include the setting, main characters, problem, and solutions. The information will be recorded on an anchor chart. |
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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"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Closely read a text to demonstrate understanding · Make a personal connection, make connections to other texts, and/or make global connections when relevant · Refer to specific text to support answers to craft questions · Explicitly locate evidence in the text to support answers and to craft questions of a factual nature · Answer and ask both factual questions and inferential questions that require reasoning from the reader | <ul style="list-style-type: none"> ▪ Who or what is this text about? ▪ Where in the text can you find the answer? ▪ What in the text leads you to that answer? ▪ What are the main ideas in the reading? ▪ How can I retell the text in sequential order? | <ul style="list-style-type: none"> · Students will develop higher level thinking questions about a text referring explicitly to the text and discuss with a partner. · Teach children to answer a question while staying active with question toss. · Ask a question then throw the ball to a student. The student answers the question then asks a related follow-up question. |

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| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group | <ul style="list-style-type: none"> · Ask and answer questions (who, what, when, why, where) · Refer to the text for answers · Synthesize information from the text in order to answer questions about the text · Form and ask questions · Understand the details in the text | <ul style="list-style-type: none"> ▪ Who or what is this text about? ▪ Where in the text can you find the answer? ▪ How can I retell the text in sequential order? | <ul style="list-style-type: none"> · Students will select higher level thinking questions about a text from a list of options referring explicitly to the text. They will chart the questions on a T-chart and discuss the questions with a partner. The students can then chart their answers on the chart. · Teach children to answer a question by modeling while staying active with question toss. · Provide students with a list of sample questions for an appropriately leveled text. · Ask a question then throw the ball to a student. The student answers the question then asks a related follow-up question from the list or they may develop it on their own. |
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| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group | <ul style="list-style-type: none"> · Ask and answer questions (who, when, where) · Refer to the text, while also referring to illustrations for support, for answers · Synthesize information from the text while using illustrations for support, in order to answer questions about the text · Ask questions · Understand the details in the text | <ul style="list-style-type: none"> ▪ Who or what is this text about? ▪ In which paragraph can you find the answer? ▪ Is this the main idea? ▪ Which of these details can be used to show _____? ▪ Which of these shows the text in sequential order? | <ul style="list-style-type: none"> · Students will select questions from a list of questions referring explicitly to the text and discuss the question with a partner. · Teach children to answer a question by modeling while staying active with question toss. · Provide students with a list of sample questions for an appropriately leveled text. · Ask a who/what/where question then throw the ball to a student. The student answers the question then asks a related follow-up question from the list or they may develop it on their own. |
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Sample Test Released Item: PCR (0518)

Associated Text: “Life in a Deep Freeze” and passage from “Inuit”

Task:

Your friend thinks it is impossible for people and animals to live in the Arctic.

Write a letter to your friend explaining it is possible to live in the Arctic. Include information about how people and animals are able to survive in the cold. Use ideas and facts from **both** articles in your letter.

New Jersey Student Learning Standard (NJSL) RI.3.2

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

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

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

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| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group | <ul style="list-style-type: none"> · Determine the main idea · Recount the key details | <ul style="list-style-type: none"> ▪ Which of the following sentences is information the author uses to support the main idea? ▪ Where can I locate the main idea in the text? ▪ How can I summarize | <ul style="list-style-type: none"> · Read appropriately leveled articles/magazines to determine the main idea. · Create a hand shaped graphic organizer. In the palm write the main idea. Fingers are for supporting details. · Given an excerpt students will read and |
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| | | the text orally? | identify the main idea/supporting details. |
| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group | <ul style="list-style-type: none"> · Determine the main idea · Recount the key details | <ul style="list-style-type: none"> ▪ Which of the following information does the author use to support the main idea? ▪ Where can I locate the main idea in the text? ▪ Can you summarize the text by _____? ▪ Is this paragraph about _____ or _____? ▪ Which paragraph shows _____? Which illustration best shows what the text is about? | <ul style="list-style-type: none"> · Read appropriately leveled articles/magazines with visuals/illustrations to determine the main idea. · Create a hand shaped graphic organizer. In the palm write the main idea from a list of given main ideas. Select five supporting details from a list and write them in the fingers of the graphic organizer. · Given a paragraph and referring to illustrations from the story, students will read and identify the main idea/supporting details. |
| Sample Test Released Item: EBSR (0510_A) | | | |

Associated Text: "Life in a Deep Freeze: from Inuit"

Task:

Part A:

The author of "Life in a Deep Freeze" begins the article with the question: How do animals survive the Arctic's c-c-cold winters?

- A. Some animals have fur that changes colors with the seasons. Having white fur in the winter helps the animals hide from their predators. Thick fur also keeps the animals warm.
- B. Animals like the muskox have a thick outer layer of hair and an undercoat of soft wool. The muskox can shed the undercoat in the summer when the weather gets warmer.
- C. Animals use more than one adaptation for surviving in a cold environment. Different animals use different tactics to keep warm, blend in, and hide from their predators.
- D. Several types of animals have thick layers of blubber. Thick layers of fat can keep animals warm even when they are swimming in icy water. The blubber blocks out the cold.

Part B:

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

- A. "But, for many animals, this place is home." (paragraph 1)
- B. "Arctic animals have adapted well to their surroundings with some rather clever survival tactics." (paragraph 2)
- C. "For some animals, being fat means staying alive." (paragraph 6)
- D. "As winter approaches, the fox replaces its brown summer fur for a longer, heavier snow-white coat." (paragraph 13)

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 |
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| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) · Differentiate between literal and nonliteral language | <ul style="list-style-type: none"> ▪ Can you tell me what this word or phrase means? ▪ What do you think the author is trying to say when he/she uses that phrase? ▪ What clues can you find in the sentence or paragraph that can help you figure out the meaning of that word or phrase? | <ul style="list-style-type: none"> · Determine word and phrase meaning through context |
| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, | <ul style="list-style-type: none"> · Distinguish between words, phrases and sentences | <ul style="list-style-type: none"> ▪ Can you tell me what this word or phrase means? | <ul style="list-style-type: none"> ▪ While teacher is reading a text, students will highlight unknown words and in groups use clues from the text |

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

Sample Test Released Item: EBSR (0508_A)

Associated Text: "Life in a Deep Freeze: from Inuit"

Task:

Part A:

What does the word **harsh** mean as it is used in paragraph 3 of "Life in a Deep Freeze"?

- A. located in a faraway region
- B. physically uncomfortable
- C. lasting for a long time
- D. easily managed.

Part B:

Which **two** sentences from the article help readers understand the meaning of the word **harsh** as it is used in paragraph 3?

- A. "Strong winds blow across ice-covered ocean waters." (paragraph 1)
- B. "It's about as far north as you can go." (paragraph 2)
- C. "This bear spends all spring, summer, and fall eating and storing up fat." (paragraph 4)
- D. "The seal is a fast swimmer and can stay underwater for 30 minutes at a time." (paragraph 8)
- E. "Like you, many Arctic animals change their coats with the seasons." (paragraph 9)
- F. "When temperatures drop, the owl crouches on the ground behind an object that can block the wind." (paragraph 12)

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

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

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

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

New Jersey Student Learning Standard (NJSL) RI.3.10

By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Essential Element of the NJSL: Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
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| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year · Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts · Read texts with scaffolding, as needed minimal clarifications | <ul style="list-style-type: none"> ▪ What helps you understand as you are reading the history or science book? ▪ Have you tried using the graphics to help you understand what you are reading about? ▪ Do you have any questions about what you are reading? ▪ If you don't understand, who can you ask to help you? | <ul style="list-style-type: none"> · Create an anchor chart of text features which will help in comprehending informational text · As a center activity, have students read a variety of informational texts independently · Integrate reading informational texts during Science and Social Studies |

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| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking | <ul style="list-style-type: none"> · Develop language skills · Demonstrate good reading habits · Read various types of | <ul style="list-style-type: none"> ▪ Does _____ and _____ help you understand as you are reading the | <ul style="list-style-type: none"> ▪ Create a class anchor chart of text features which will help in comprehending informational text. ▪ As a center activity, have students read a |
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| <ul style="list-style-type: none"> Special Education Students - Mid Group | <p>leveled texts independently, and closely</p> | <p>history or science book?</p> <ul style="list-style-type: none"> Can you use the graphics to help you understand what you are reading about? Do you have any questions about what you are reading? If you don't understand, can you ask ____ or ____ to help you? | <p>variety of appropriately leveled informational texts independently</p> <ul style="list-style-type: none"> Integrate reading informational texts during Science and Social Studies |
| <ul style="list-style-type: none"> ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group | <ul style="list-style-type: none"> Demonstrate good reading habits Read various types of leveled texts independently, and closely Develop language skills | <ul style="list-style-type: none"> Can ____ help you understand as you are reading the history or science book? Can you use the graphics to help you understand what you are reading about? Do you have any questions about ____? If you don't understand, can you ask ____ to help you? | <ul style="list-style-type: none"> Create a class anchor chart of text features including visual cues which will help in comprehending informational text. As a center activity, have students read/listen to a variety of appropriately leveled informational text excerpts. Integrate reading informational texts during Science and Social Studies |

New Jersey Student Learning Standard (NJSLS) 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 NJSLS: 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

| Student Population | Critical Knowledge and Skills | Essential Questions | Sample Activities/Lesson Starters |
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| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Distinguish from writing text to inform or explain · Groups supporting details to support details to support the writer's purpose · Understand the importance of including illustrations · Use fact, definitions, and details to develop topic · Use linking words and phrases to connect ideas · Know how to write a topic sentence · Write a conclusion | <ul style="list-style-type: none"> · Are you writing to inform or explain? · What is your topic? · What example, definitions, and details will you use to explain your topic? · Why did you choose this topic? | <ul style="list-style-type: none"> · Given a passage students will identify the topic sentence. · Student will be shown a piece of writing without the topic sentence and then create a strong topic sentence based on the body and conclusion. · Talk to a partner about your topic. |
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| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group | <ul style="list-style-type: none"> · Distinguish from writing text to inform or explain · Understand how to group supporting details to support the writer's purpose · Understand the importance of including illustrations · Understand how to use fact, definitions, and details to develop topic · Use linking words and phrases to connect ideas · Know how to write a topic sentence · Write a conclusion | <ul style="list-style-type: none"> · Are you writing to inform or explain? · Do you have a topic? · Do you have an example and details to explain your topic? · Did you choose this topic because _____? | <ul style="list-style-type: none"> · Given an appropriately leveled passage, students will work with a partner to identify the topic sentence. · 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. · Talk to a partner about your topic. |
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| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group | <ul style="list-style-type: none"> · Understand how to write to inform or explain · Understand supporting details · Understand the importance of illustrations · Understand how to develop topic · Use linking words | <ul style="list-style-type: none"> · Do you know how to write to inform? Explain? · Is _____ your topic? · Do you know how to write a topic sentence? · Can you use _____ and _____ | <ul style="list-style-type: none"> · Teacher will read a passage and model for the students how identify the topic sentence. · 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. · Talk/show a picture about your topic with your teacher. Teacher will assist |
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| | <p>and phrases to connect ideas</p> <ul style="list-style-type: none">· Understand how to write a topic sentence· Understand how to write a conclusion | <p>examples to explain your topic?</p> <ul style="list-style-type: none">· Did you choose this topic because _____?· Do you know how to write a conclusion? | <p>in writing a topic sentence.</p> |
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New Jersey Student Learning Standard (NJSLS) W.3.4

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

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

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

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

New Jersey Student Learning Standard (NJSL) W.3.5

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

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

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

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

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

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

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

| | | | |
|---|---|--|--|
| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group | <ul style="list-style-type: none"> · Understand how to develop one to two strategies to use digital tools. · Understand that you can use technology for producing and publishing writing · Understand that you can use technology to collaborate with others | <ul style="list-style-type: none"> · Have you decided what you will write about from the list of topics provided? · Has everyone in the group chosen a role for the project? · Where will you save your work until you are ready to print? · What type of work will you publish? A word document or Power Point presentation? · Do you know how to look up online resources to help you write your paper? | <ul style="list-style-type: none"> · Use basic keyboarding skills · With teacher guidance, student will practice use of toolbar functions such as: bold, underline, font style, font size, etc. · With teacher guidance, students practice use of Internet tools such as search engines (Google), online dictionaries · Use print commands |
|---|---|--|--|

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|--|--|---|---|
| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group | <ul style="list-style-type: none"> · Understand how to develop one strategy to use digital tools. · Understand that you can use technology for producing and publishing writing · Understand that you can use technology to collaborate with others | <ul style="list-style-type: none"> · Are you going to write about _____ or _____? · Do you want the role of _____ or _____? · Will you save your work on paper or on the computer? · Do you know how to use Word or | <ul style="list-style-type: none"> · Teacher will model how to use basic keyboarding skills · Teacher models use of several toolbar functions such as: bold, underline, font style, font size, etc. · Teacher models use of Internet tools such as search engines (Google), online dictionaries · With teacher guidance, use print commands |
|--|--|---|---|

| | | | |
|--|--|---|--|
| | | <p>Power Point? Can you save your work on that program?</p> <ul style="list-style-type: none">· Do you know what an online resource is? | |
|--|--|---|--|

New Jersey Student Learning Standard (NJSL) 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 NJSL: 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 |
|---------------------------|--------------------------------------|----------------------------|--|
|---------------------------|--------------------------------------|----------------------------|--|

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| <ul style="list-style-type: none"> · General Education · <i>ESL Levels 4-5</i> · WIDA 2: Reading, Speaking · Special Education Students - High Group | <ul style="list-style-type: none"> · Locate information from print digital sources · Integrate information from personal experiences · Take notes and organize information into categories provided by the teacher · Gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes · Thoughtfully choose online sources · Select the information needed from each source | <ul style="list-style-type: none"> · What sources did you use to find your information? · What sources did you find on an internet search? · What sources did you find in a library search? · How can you paraphrase this sentence? · Can you write this sentence using your own words? · Is this information important to your research · Can you use an organizer to help you group your | <ul style="list-style-type: none"> · Use key words for searching a topic · Summarize information · Use a graphic organizer · Cite print and internet sources |
|--|---|---|--|

| | | | |
|--|--|--------|--|
| | <ul style="list-style-type: none">· Connect new information learned online with offline resources· Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources | ideas? | |
|--|--|--------|--|

| | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group | <ul style="list-style-type: none"> · Locate information from print digital sources · Know how to integrate information from personal experiences · Take notes and organize information into categories provided by the teacher · Gather information from a variety of resources (words, pictures, digital sources) · Understand how to thoughtfully choose online sources · Select the information needed from each source · Understand how to connect information learned online with offline resources · Utilize graphic | <ul style="list-style-type: none"> · Did you use ____ or ____ source to find your information? · Did you find _____ or _____ sources on an internet search? · Did you find _____ or _____ source in a library search? · Can you paraphrase this sentence? · Can you write this sentence using your own words? · Is this information important to your research · Can you use an organizer to help you group your ideas? | <ul style="list-style-type: none"> · Use key words from a teacher provided list for searching a topic · Work with a partner to summarize information using a teacher provided model · Use a graphic organizer · Teacher will model how to cite print, and internet sources |
|---|--|--|--|

| | | | |
|--|---|--|--|
| | organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources | | |
|--|---|--|--|

| | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> · ESL Levels 1-2.4 · · WIDA 2: Reading, Speaking · Special Education Students - Low Group | <ul style="list-style-type: none"> · Locate information · Use personal experience in writing · Categorize information · Gather information from a variety of sources · Understand how to thoughtfully choose online sources · Select the information needed from each source · Understand how to connect information learned online with offline resources · Understand how to use graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources | <ul style="list-style-type: none"> · Did you use _____ source to find your information? · Did you find _____ source on an internet search? · Did you find _____ source in a library search? · Do you know how to paraphrase this sentence? · Do you know how to write this sentence using your own words? · Is this information important to your research · Do you know how to use an organizer to help you group your ideas? | <ul style="list-style-type: none"> · Teacher will model how to search using key words about a topic. · Work with a partner to underline information that should be categorized together. · Use a partially completed graphic organizer by drawing or writing words/phrases · Teacher will model how to cite print, and internet sources |
|---|---|---|---|

New Jersey Student Learning Standard (NJSLS) W.3.10

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

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

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

| | | | |
|---|--|---|--|
| <ul style="list-style-type: none"> · ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking | <ul style="list-style-type: none"> · Keep a writing portfolio to collect writing pieces · Develop 2-3 skills in research · Revise writing | <ul style="list-style-type: none"> · Do you want to write about _____ or _____? · You will have ___ minutes to write about... | <ul style="list-style-type: none"> · With teacher guidance use various sources to research a topic · Using a teacher provided model, write an introduction for a research paper · Using a teacher provided model, write a |
|---|--|---|--|

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

District Resources

Guided Reading

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



Running Records

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

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

Third Grade Level P

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

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



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

Phonics

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

| <u>Phonics</u> | <u>Structural Analysis</u> | <u>Fluency</u> |
|---|---|---|
| <p>Lesson 16: -Words with air, ear, are</p> <p>Lesson 17: -Words with /j/ and /s/</p> <p>Lesson 18: -Words with /k/ and /kw/</p> <p>Lesson 19: -Vowel Sounds in spoon and wood</p> <p>Lesson 20: -Compound words</p> | <p>*Review / Revisit Structural Analysis cards students need additional intervention on.</p> | <p>*Utilize fluency routine cards when working with the phonics and structural analysis passages.</p> <p>*Fluency assessment passages are optional and may be used to distinguish an individual child's reading abilities as necessary.</p> |

| Journey Readings | CCSS: Exemplars (Appendix B) | Novel |
|---|--|--|
| <p>Journey Readings:</p> <p>The Recycling Contest, Rob Arego Joy’s Planet Patrol Plan, Minnie Timenti Cezar’s Solution, Kelli Luce The Green Team, Minnie Timenti Uncovering the Past, Sharon Richards Mysteries from Long Ago, Anne Finn The Man Who Digs Dinosaurs, Katrina van Horn Learning from Fossils, Anne Finn Daffodil Spring, Trena Freeman Wind in the Pipes, Trena Freeman The Power of Corn, Julia Stone All about Pines, Irena Freeman How Chipmunk got her Stripes, Seneca Myth The Tale of the Ungrateful Tiger, Crow Brings the Daylight, Kate McGovern The Ungrateful Tiger, Leslie Cara Watch Out! Polar Bears!, Bo Grayson Beating the Heat, Lee S. Justice Living in Trees, Alexandria Behr Staying Cool in the Heat, Lee S. Justice</p> | <p><u>Stories:</u> Megan McDonald, Judy Moody Saves the World My Smelly Pet Phillip Carrie, The Albertosaurus Mystery Stopping by Woods on a Snowy Evening Two Bear Cubs The Raven: An Inuit Myth</p> <p><u>Read-Aloud Stories:</u></p> <p><u>Informational Text:</u> Finding Fossils for Fun Arthur Dorros, A Tree is Growing Whose Land is it? Life on the Ice</p> <p><u>Read-Aloud Informational Text:</u> Arnosky, http://www.corestandards.org/assets/Appendix_B.pdf</p> | <p>Clements, Andrew. <i>Frindle</i></p> <p>Fifth grader Nick Allen knows just how to make school more cool. In third grade, he transformed Miss Deaver’s room into a tropical paradise with some paper palm trees and a sandy beach. In fourth grade, he taught his classmates to mimic the high-pitched calls of blackbirds. But now, in fifth grade, he’s come up with his most ingenious idea yet. After learning about the origins of words, he decides to change the word pen to <i>frindle</i>. At first, it seems like a harmless prank, a way to annoy his dictionary-obsessed teacher. Then the whole class starts using the new word, and the joke spreads across town like wildfire. Suddenly Nick finds himself in the middle of a media frenzy over <i>frindle</i>. Will Nick emerge from the controversy a troublemaker or a hero?</p> |

Vocabulary

When teaching vocabulary,

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

Target Vocabulary

| Lesson 16 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 |
|--|--|--|--|--|
| <ul style="list-style-type: none"> ➤ Recycle ➤ Project ➤ Dripping | <ul style="list-style-type: none"> ➤ Fossils ➤ remains ➤ prove ➤ location | <ul style="list-style-type: none"> ➤ pollen ➤ store ➤ absorb | <ul style="list-style-type: none"> ➤ Scolding ➤ greedily ➤ drowsy ➤ heroic | <ul style="list-style-type: none"> ➤ shelter ➤ colony ➤ climate |

Domain-Specific Vocabulary

| Lesson 16 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 |
|---|---|---|---|--|
| <ul style="list-style-type: none"> ➤ compost ➤ landfill ➤ conserve | <ul style="list-style-type: none"> ➤ paleontology ➤ badlands ➤ Field notes <ul style="list-style-type: none"> ➤ Sediment | <ul style="list-style-type: none"> ➤ roots ➤ leaves ➤ decay | <ul style="list-style-type: none"> ➤ maternal ➤ interdependent ➤ unconditional ➤ nature | <ul style="list-style-type: none"> ➤ equator ➤ celsius ➤ blizzard |

Spelling Words

| Lesson 16 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 |
|---|---|--|---|--|
| <ul style="list-style-type: none"> ➤ air ➤ wear ➤ chair | <ul style="list-style-type: none"> ➤ Age ➤ Space <ul style="list-style-type: none"> ➤ change ➤ Jawbone | <ul style="list-style-type: none"> ➤ Shark ➤ Check ➤ Queen | <ul style="list-style-type: none"> ➤ Mood ➤ blue ➤ wooden ➤ cool | <ul style="list-style-type: none"> ➤ airplane ➤ sunburned ➤ without |

Terms about Reading/Language Arts

| Lesson 16 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 |
|--|--|--|---|--|
| <ul style="list-style-type: none"> ➤ story structure ➤ characters ➤ setting | <ul style="list-style-type: none"> ➤ conclusions ➤ point of view <ul style="list-style-type: none"> ➤ suffix ➤ adjectives | <ul style="list-style-type: none"> ➤ text features ➤ domain ➤ word root | <ul style="list-style-type: none"> ➤ setting ➤ characters ➤ plot ➤ scenes | <ul style="list-style-type: none"> ➤ main ideas ➤ context ➤ word ending |

Writing

| | | |
|------------------------------------|------------------------|------------------------|
| Primary Focus: Writing Unit | Secondary Focus | Routine Writing |
|------------------------------------|------------------------|------------------------|

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|--|--|---|
| <p>-Lesson 1: Opinion Writing: Persuasive letter Focus Trait: Ideas Language: 1. Vowel /r/ sounds in air and fear 2. Context clues 3. What are adjectives and articles?</p> <p>-Lesson 2: Opinion Writing: Opinion Paragraph Focus Trait: Voice Language: 1. Words with /j/ and /s/ 2. Suffix -ly 3. Adjectives that Compare</p> <p>-Lesson 3: Opinion: Problem and Solution Paragraph Focus Trait : Word Choice Language: 1. Spelling /k/ and /kw/ sounds 2. Word roots Using the verb be and helping verbs</p> <p>-Lesson 4: Opinion Writing: Prewrite a Persuasive essay Focus Trait Ideas Language: 1. Vowel sounds in spoon and wood 2. Prefixes ipre-, re, bi-</p> <p>3. More irregular verbs</p> <p>Lesson 5: Informative Writing: Draft an Persuasive essay Focus Trait: Organization Language: 1. /Compound words 1. Dictionary/glossary 2. What is an adverb?</p> | <p>Write a story taking the “bad guys” from one fairytale and put them into another fairytale. For example: Take the big bad wolf from “Little Riding Hood” and put him into “Snow White” as the bad guy.</p> <p>Students work in small groups to discuss and analyze a list of fairytales. Chart a list of common elements and then, as a group, create a fairytale with illustrations.</p> | <p>Here are some suggestions for writing tasks that may be incorporated into your students’ daily writing experiences:</p> <p>Reader’s Response Notebook</p> <p>Journals</p> <p>Blogging</p> <p>Quick Writes</p> <p>Interactive Writing</p> |
|--|--|---|

Writing Rubrics

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

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

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

NOTE:

-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.

Additional Resources: Suggested in the NJ Curriculum Framework

| | | | |
|---|---|---|---|
| <p>Reading</p> <ul style="list-style-type: none"> • North Carolina-3rd Gr. ELA Unpacking the Standards • PARCC Evidence Tables • Character Traits • Fact and Opinion • Point of View • 3rd Grade ELA-Common Core Resources • Teaching Text Features <p>Reading Comprehension</p> <p>http://www.state.nj.us/education/cccs/frameworks/ela/</p> | <p>Writing/Language</p> <ul style="list-style-type: none"> • Brainstorm before Writing • Mini Writing Lessons • Keys to Content Writing and Keys to Argumentative Writing • Writing Genres • Writing Process <p>http://www.state.nj.us/education/cccs/frameworks/ela/</p> | <p>Speaking & Listening</p> <ul style="list-style-type: none"> • Partner talk • Accountable talk • Literacy TA-Speaking and Listening Activities • Learn Zillion-Crafting a Persuasive Speech • Literacy Design Collaborative Modules • Literacy in Science-Animal Adaptations • Collaboration Kit <p>I Can Statements</p> <p>http://www.state.nj.us/education/cccs/frameworks/ela/</p> | <p>Writing/Language</p> <ul style="list-style-type: none"> • Brainstorm before Writing • Mini Writing Lessons • Keys to Content Writing and Keys to Argumentative Writing • Writing Genres • Writing Process <p>http://www.state.nj.us/education/cccs/frameworks/ela/</p> |
|---|---|---|---|

Suggested Websites

Basal Alignment Project (on Achievethecore.org)

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

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

Florida Center for Reading Research

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

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

Learn Zillion

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

www.learnzillion.com

Read Write Think

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

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

Suggested Websites

News ELA

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

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

Tween Tribune

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

www.tweentribune.com

Writing Fix Home of Interactive Writing Prompts

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

<http://writingfix.com/>

Engage NY

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

www.engageny.com

Suggested Websites

International Children's Library

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

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

My Story Maker

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

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

Reading Rockets

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

<http://readingrockets.org/>

E Reading Worksheets

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

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

Suggested Websites

Achieve the Core

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

<http://achievethecore.org/>

ReadWorks

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

www.readworks.org

Field Trip Ideas

Field Trip Ideas

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

ELL Resources

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

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

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

Learn a language for FREE-www.Duolingo.com

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

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

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

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

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

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

best practices for various aspects of an English language classroom

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

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

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

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

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

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

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

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

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

supported through the NJDOE, Office of Special Education Programs.

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

ELL Resources

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

Students K-8

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

ELL Resources

Students K-12

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

Special Education Resources

- **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

- **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/>

