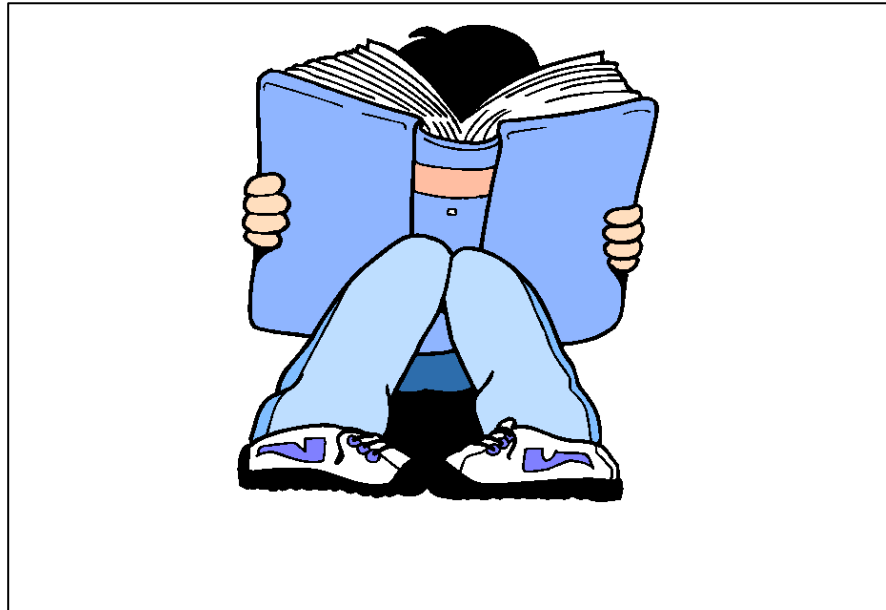# ENGLISH LANGUAGE ARTS

Grade 3: Unit 3

Reading Literature & Informational

Informative 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 3

Topic: Reading Literature & Informational Text Narrative Writing & Literary Analysis	NJSLS	
Vocabulary: Oral Vocabulary, Words to Know (High-Frequency Words), Domain Specific Vocabulary, Selection Vocabulary, and Terms About Reading/Language Arts **Reading Instruction:** Journeys: Inventions, Agriculture, American Indian Histroy, People and Animals, Cooking **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: Informative Writing (Cause and Effect Paragraph, Compare and Contrast Paragraph, Informative Paragraph, Prewrite a Explanatory Essay, Draft an explanatory essay)	**Reading Standards: Literature** RL.3.1, RL.3.2, RL.3.3,RL.3.4, RL.3.5, RL.3.6, RL.3.7, 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.3.9, RI.3.10 **Reading Foundational Skills:** RF.3.3,C, RF.3.4A,B,C **Writing Standards:** W.3.1A,B,D W.3.2A,B,C,D W.3.3A,B,C,D, W.3.4, W.3.5, W.3.6, W.3.7 W.3.8,W.3.10 **Language Standards:** L.3.1A,D,E,G,H,I,E,F L.3.2C,E,F G, L.3.4A,B,C,D, L.3.5A,B,C, L.3.6 **Speaking and Listening Standards:** SL.3.1A,B,C,D,SL.3.2, SL.3.4 SL.3.4, SL.3.6	**Instruction: 8 weeks Assessment: 1 week**

Effective Pedagogical Routines/Instructional Strategies

Collaborative problem solving	Word Study Drills
Writing to learn Making	Flash Cards
thinking visible	Interviews
Note-taking Rereading	Role Playing
& rewriting	Diagrams, charts and graphs
Establishing text-based norms for discussions & writing	Storytelling Coaching
Establishing metacognitive reflection & articulation as a regular pattern	Reading partners Visuals
in learning	Reading Aloud
Quick writes	Model (I Do), Prompt (We Do), Check (You Do)
Pair/trio Sharing	Mind Mapping Trackers
Turn and Talk	Multiple Response Strategies
Charting Gallery	Choral reading
Walks	Reader's/Writer's Notebooks
Whole class discussions	Conferencing
Modeling	

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

➤**Technology Operations and Concepts**
   □ Use a graphic organizer to organize information about problem or issue

   Example: Students will utilize a graphic organizer to organize research for *Ocean Life* culminating assignment (IFL Unit)

➤**Creativity and Innovation**
   □ Collaborate to produce a digital story about a significant local event or issue based on first person interviews.

   Example: Students will produce a digital story about a significant local event in the same style as Mildred Taylor, author of the novel The Gold Cadillac.

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

   Example: Students will use digital tools to locate, analyze and evaluate information from a variety of sources and media to provide background informational research for

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

Computer Skills

Basic Computer Skills

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

Word Processing Skills

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

Keyboarding Skills

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

Internet Skills

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

Publisher Skills

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

Career Ready Practices
Standards
CRP1, CRP5, CRP12

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

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

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

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

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

Example: Students will demonstrate, through research acquired during *Ocean Life* (IFL Unit), an understanding of our environment.

· **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 text, 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:

Level	Descriptors
6- Reaching	· 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
5- Bridging	· 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.
4- Expanding	· 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
3- Developing	· 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
2- Beginning	· 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

Time/General	Processing	Comprehension	Recall
· Extra time for assigned tasks	· Extra Response time	· Precise step-by-step directions	· Teacher-made checklist
· Adjust length of assignment	· Have students verbalize steps	· Short manageable tasks	· Use visual graphic organizers
· Timeline with due dates for reports and projects	· Repeat, clarify or reword directions	· Brief and concrete directions	· Reference resources to promote independence
· Communication system between home and school	· Mini-breaks between tasks	· Provide immediate feedback	· Visual and verbal reminders
· Provide lecture notes/outline	· Provide a warning for transitions	· Small group instruction	· Graphic organizers
	· Reading partners	· Emphasize multi-sensory learning	

Assistive Technology	Tests/Quizzes/Grading	Behavior/Attention	Organization
· Computer/whiteboard	· Extended time	· Consistent daily structured routine	· Individual daily planner
· Tape recorder	· Study guides	· Simple and clear classroom rules	· Display a written agenda
· Spell-checker	· Shortened tests	· Frequent feedback	· Note-taking assistance
· Audio-taped books	· Read directions aloud		· 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
An Investigation Into Ocean Animal Life: Reading and Writing Informational Texts   Technology Connection 8.1.5.E.1 ¬ Leah's Pony: Science, Social Studies, and Technology • In the story Leah's Pony, Leah lives on a farm. Different regions of the United States are used for farming, mining, manufacturing, or industry. Use digital resources to learn about the region you live in and make a PowerPoint presentation to present your findings

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	Suggested Formative/Summative Classroom Assessments
· DRA2	· Short constructed response questions · Multiple Choice questions
	· Quizzes ·
· End of Unit Assessment (Students with CPL ≥3.5)	Journals ·
	Essays
-Benchmarks	· Quick writes
	· Summative chapter test ·
-Writing Essay	Projects
	· Portfolio ·
	Exit Slips
-WIDA	· Graphic Organizers
	· Presentations (incorporating Web 2.0 tools) · Homework
· PARCC	· Anecdotal Notes
	· Student Conferencing

Grade: 3	ELA Standards	Standards in Each Lesson				
		11	12	13	14	15
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		X
L.3.1B	Form and use regular and irregular plural nouns.	X				
L.3.1C	Use abstract nouns (e.g., *childhood*).					
L.3.1D	Form and use regular and irregular verbs.		X		X	X
L.3.1E	Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.		X	X	X	X
L.3.1F	Ensure subject-verb and pronoun-antecedent agreement.			X	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.					
L.3.1H	Use coordinating and subordinating conjunctions.					
L.3.1I	Produce simple, compound, and complex sentences.	X	X	X	X	X
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
L.3.2A	Capitalize appropriate words in titles.					
L.3.2B	Use commas in addresses.					

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

L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.						
L.3.4A	Use sentence-level context as a clue to the meaning of a word or phrase.		X		X		
L.3.4B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).	X	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., *company, companion*).	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., *take steps*).			X			X
L.3.5B	Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).	X	X		X	X	X
L.3.5C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).						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., *After dinner that night we went looking for them*).	X	X	X	X	X
**READING: FOUNDATIONAL SKILLS**					
RF.3.3A	Identify and know the meaning of the most common prefixes and derivational suffixes.			X		
RF.3.3B	Decode words with common Latin suffixes.			X		
RF.3.3C	Decode multisyllable words.	X	X	X		X
RF.3.3D	Read grade-appropriate irregularly spelled words.				X	
RF.3.4A	Read grade-level text with purpose and understanding.	X	X			X
RF.3.4B	Read grade-level prose and poetry orally with accuracy.				X	X
RF.3.4C	Use an appropriate rate while reading aloud.					
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			
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.				
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	X			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		X	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
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
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	
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
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	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

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

Code	Standard					
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

Code	Standard					
	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	X
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	X		X	X	X
W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	X	X	X	X	X
SPEAKING AND LISTENING						
SL.3.1A	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. A.Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	X	X	X	X	X
SL.3.1B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	X	X	X	X	X
SL.3.1C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	X	X	X	X	X
SL.3.1D	Explain their own ideas and understanding in light of the discussion.	X	X	X	X	X
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	X	X		X	X

SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	X	X	X		X
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	X	X		X		X
SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.					
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		X	X	X	X

Grade: 3	Unit: 3	Topic: Reading Literature and Informational Text Narrative Writing and Literary Analysis

Standards: NJSLS:

Reading Literature: RL.3.1, RL.3.2, RL.3.3,RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10
 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.3.9, RI.3.10
Reading Foundational Skills: RF.3.3,C, RF.3.4A,B,C **Writing:** W.3.1A,B,D W.3.2A,B,C,D W.3.3A,B,C,D, W.3.4, W.3.5, W.3.6, W.3.7 W.3.8,W.3.10

 Speaking and Listening: SL.3.1A,B,C,D,SL.3.2, SL.3.4 SL.3.4, SL.3.6 **Language:** L.3.1A,D,E,G,H,I,E,F L.3.2C,E,F G, L.3.4A,B,C,D, L.3.5A,B,C, L.3.6

Common Core State Standards (CCSS): Reading Informational Text: 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.9,
Writing: 3.2a, 3.2b, 3.2c, 3.2d, 3.4, 3.5, 3.7, 3.8. 3.9a, 3.9b, 3.10
Speaking and Listening: 3.1a, 3.1b, 3.1c, 3.1d, 3.2, 3.3, 3.4
Language 3.1, 3.2a, 3.2b, 3.2c, 3.2d, 3.2e, 3.2f, 3.4a, 3.4b, 3.4c, 3.4d, 3.6

New Jersey Student Learning Standard (NJSLS) RL.3.1

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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	▪ 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?	· 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.

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· 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	▪ 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?	· 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.

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· 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	▪ 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?	· 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.

Associated Text: "Coyote and Fire"

Task:

Part A:

What is the meaning of **trudged** as it is used in paragraph 10?
A. leaped high
B. curled tightly C.
walked slowly D.
floated around

Part B:

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

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

New Jersey Student Learning Standard (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
· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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	▪ 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?	· 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.

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid	· Retell stories · Distinguish between different genres · Determine the central message	▪ 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?	· 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.

Group		▪ How can I summarize the text orally?	· Given an excerpt students will read and identify the main idea/supporting details.
· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Retell stories · Distinguish between different genres · Determine the central message	▪ 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?	· Read appropriately leveled articles/magazines with visuals/illustrations to determine the main idea. · Create a hand shaped graphic organizer. In the palm write the main idea from a list of given main ideas. Select five supporting details from a list and write them in the fingers of the graphic organizer. · Given a paragraph and referring to illustrations from the story, students will read and identify the main idea/supporting details.

Sample Test Released Item: EBSR (0815_A)

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

Task:

Part A:

According to the article, how does torpor benefit dormice?
A. Torpor allows dormice to keep up their strength.
B. Torpor lets dormice sleep for months.
C. Torpor enables dormice to hunt for food at night.
D. Torpor assists dormice in locating meals.

Part B:

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

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

New Jersey Student Learning Standard (NJSLS) RL.3.3

Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how it is revealed through key details in the text.

Essential Element of the NJSLS: Identify the feelings of characters in a story.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Closely read text to determine the important events, ideas, or concepts · Identify the main characters in a story · Describe the characters using literal and inferential story details · Analyze how the actions of characters influence the story events	▪ How do the character's traits contribute to the story? ▪ What were the characters' motivations in finding a resolution to the problem? ▪ How do the characters' actions help move the plot along?	· Using a T chart, distinguish between major/minor characters in the story · In small groups, have students chart a variety of character traits

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Understand the sequence of events in a story · Identify characters · Understand adjectives · Describe characters by citing their traits and emotions	· Can I describe major/minor characters? · How do character traits contribute to the story? · How do the character's actions help move the plot along? · How would a character's traits	· Use a graphic organizer to describe the characters from the story using a character traits chart to list the traits, adjectives, emotions. · Given an appropriately leveled story, students will work with a partner and will write a list description of character traits and their relationship to the events.

		have an effect on the story?	
· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Understand the sequence of events in a story · Identify characters · Understand adjectives · Describe characters by citing their traits and emotions	· Is _____ or _____ a major character? · Who are the minor characters (point to pictures)? · Which picture/illustration shows the characters trait/emotion? · Did the characters do _____ first/second/third?	· Use a graphic organizer to describe the characters from the story using traits, adjectives, emotions through words/phrases and pictures. · Place illustrations in order to show what the character did first, second, third. · Given an appropriately leveled literary story with illustrations the student will select the illustration that shows the characters trait/emotions.

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 nonliteral 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
· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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	▪ 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?	· Determine word and phrase meaning through context · Distinguish between literal and non-literal language

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Distinguish between words, phrases and sentences · Distinguish between literal and non-literal	▪ Can you tell me what this word or phrase means? ▪ Which words in the story are literal? ▪ What is the author trying to say?	· 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
· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Distinguish between words, phrases and sentences · Distinguish between literal and non-literal · Understand idioms	▪ Can you tell me what this word or phrase means? ▪ Which words in the story are literal?	· While teacher is reading a story students will highlight unknown words and select meaning from a word bank. · When given a list of idioms and pictures, students match the correct idiom to the picture.

Sample Test Released Item: EBSR (VF651218)

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

Task:

Part A:

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

    A. very cold

    B. very thick C.

    full of light D.

    full of stars

Part B:

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

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

New Jersey Student Learning Standard (NJSLS) 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 NJSLS: 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
· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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)	· 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?	· 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

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· 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)	· 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?	· 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.

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students – Low Group	· 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)	· 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?	· 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.

New Jersey Student Learning Standard (NJSLS) RL.3.6

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students – High Group	· 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	▪ 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?	· Understand point of view · Know what is meant by "first person" · Know what is meant by "third person"
· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking	· Understand point of view of text · Know what is meant by	▪ What is the point of view of the text? ▪ Who is the narrator?	- Student will read appropriately leveled text and discuss their point of view of the story. - Using a graphic organizer, students will

· Special Education Students - Mid Group	first and third person · Demonstrate understanding of author's purpose · Determine information from the text	▪ Why might my point of view being different from the author?	discuss different points of view from the text. - Given an appropriately leveled text with illustrations, students will compare their point of view using simple sentences/illustrations
· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students – Low Group	· 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	▪ What does the text say? ▪ Who is telling the story? ▪ Do the characters have different opinions? ▪ What is the story about?	- 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 (NJSLS) 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)

Essential Element of the NJSLS: Identify parts of illustrations or tactual information that depict a particular setting, or event.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students – High Group	· Synthesize pictures and written text to better understand a text · Examine the relation to the illustrations and the text · Discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters · Identify the mood of a text · Interpret what the illustrations tell a reader about the mood · Determine how the pictures help clarify the descriptions of the mood	▪ How does the illustration help tell the story? ▪ What does the illustration convey to you about the character (mood, setting)? ▪ What do the illustrations tell you about what the character is like? ▪ What mood does the illustration portray? Did it help you understand the text?	· Chart character, plot and setting for a story · Partner share the mood of a specific character · Draw illustrations for the setting of a story

ESL Levels 2.5-3.9	Compare pictures and written text to better understand a setting or event	Does the illustration help tell the story by ____ or ____?	As a whole class chart character, plot and setting for a story
WIDA 2: Reading, Speaking			

· Special Education Students - Mid Group	Understand the relation of the illustrations and the text · Identify the setting of a text · Interpret that the illustrations tell a reader about the event · Determine how the pictures help clarify the descriptions of the setting	· Does the illustration convey _____ or _____ to you about the character (event, setting)? · Do the illustrations tell you _____ or _____ about what the character is like? · What mood does the illustration portray _____? Did it help you understand the text?	· Partner share the event that occurred for a specific character. Teacher will provide a reference sheet. · Draw illustrations for the setting of a story

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students – Low Group	· Understand how to compare pictures and written text to better understand a setting or event · Understand the relation of the illustrations and the text · Identify the setting of a text · Understand that the illustrations tell a reader about the event · Determine how the pictures help clarify the descriptions of the setting	· Does the illustration convey _____ to you about the character (event, setting)? · Do the illustrations tell you _____ about what the character is like? · What mood does the illustration portray _____? Did it help you understand the text?	· Teacher will work with students to create a class anchor chart to show character, plot and setting for a story · Students will complete a fill in the blank with a partner about an event that occurred for a specific character. Teacher will provide a reference sheet and a word phrase bank. · Draw illustrations for the setting of a story.

New Jersey Student Learning Standard (NJSLS) 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).

Essential Element of the NJSLS: Identify common elements in two stories in a series.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students – High Group	· Use a variety of sources to access previous information to compare, contrast, and reflect on texts · Identify similarities and differences in books with the same author and characters · Determine the central message, theme, lesson, and/or moral of the stories · Identify similarities and differences in the central messages are alike and different	▪ What is similar in Book A and Book B? What is different? ▪ How does the setting affect the character's actions? ▪ What is the theme of this story? How is it different from the other stories we have read about this character	· Using a Venn diagram compare/contrast 2 stories from a series with the same author · Working with a partner, discuss how a character has remained the same in different stories by the same author · Compare settings for 2 stories by the same author and chart your answers
· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking	· Understand how to compare, contrast, and reflect on texts	· How are the characters the same/different?	· After reading two appropriately level texts with illustrations by the same author, students will complete a Venn diagram comparing the plot with a

			partner.
· Special Education Students - Mid Group	· Identify similarities and differences in books · Identify similarities and differences in the central messages	· How does the setting effect the character's actions? · What is the theme of this story?	· Given two stories with illustrations by the same author, students will list two similarities and two differences between the texts and/or illustrations.
· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students – Low Group	· Understand how to compare, contrast, and reflect on texts · Understand there are similarities and differences in books · Understand there are similarities and differences in the central messages of a story	· Are the stories similar because of _____ and _____? · Are the stories different because of _____? · Is the theme of the story _____?	· Given two stories with illustrations by the same author, students will circle two similarities and differences from provided visual choices. · After reading two appropriately level stories with illustrations by the same author, students will draw similarities and differences.

New Jersey Student Learning Standard (NJSLS) 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 NJSLS: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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	▪ 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?	· 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.

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· 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	▪ 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?	· 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.

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· 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	▪ 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?	· 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.

Sample Test Released Item: EBSR (VH010800)

Associated Text: "Coyote and Fire"

Task:

Part A:

What is the meaning of **trudged** as it is used in paragraph 10?
A. leaped high
B. curled tightly C.
walked slowly D.
floated around

Part B:

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

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

New Jersey Student Learning Standard (NJSLS) RI.3.2

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Determine central messages or main idea 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 or theme	▪ 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?	· 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.

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Determine the main idea · Recount the key details	▪ 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 the text orally?	· 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 identify the main idea/supporting details.

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Determine the main idea · Recount the key details	▪ 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?	· Read appropriately leveled articles/magazines with visuals/illustrations to determine the main idea. · Create a hand shaped graphic organizer. In the palm write the main idea from a list of given main ideas. Select five supporting details from a list and write them in the fingers of the graphic organizer. · Given a paragraph and referring to illustrations from the story, students will read and identify the main idea/supporting details.

Sample Test Released Item: EBSR (0815_A)

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

Task:

Part A:

According to the article, how does torpor benefit dormice?

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

Part B:

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

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

New Jersey Student Learning Standard (NJSLS) W.3.3

Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.C. Use temporal words and phrases to signal event order.

W.3.3.D. Provide a sense of closure.

Essential Element of the NJSLS: Write about events or personal experiences.

a. Select an event or personal experience and write about it including the names of people involved.

b. Not applicable c. Not applicable

d. Not applicable

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters

· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Organize ideas for a narrative · Engage the reader with a story book · Establish a situation or story background · Establish a narrator and/or characters for the story · Present an organized sequence of events · Use various narrative techniques to develop the characters and the plot · Incorporate vivid details to tell the story	· Who is your story about? · Where does your story take place? · Do you have major and minor characters? · What problem will the main character face? · What events will lead up to your conclusion · Where can you add more descriptive words and information to make	· Make a list of transitional words · Create a short story using speech bubbles · After reading a story create a chart listing main characters and minor characters

	· Establish chronology by using appropriate transitional words and phrases · Bring the story to a close	your story more exciting?	

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Know how to use a graphic organizer to organize ideas for a narrative · List a situation or story background · List the characters for the story · Present an organized sequence of events · Understand how to use various narrative techniques to develop the characters and the plot · Incorporate details to tell the story · Understand how to establish chronology by using appropriate transitional words and phrases · Know how to write a conclusion	· What is your story about? · Where does your story take place? · Do you have major and minor characters? · What problem are you writing about _____ or ____? · Do you know how to write a conclusion? · Can you add more descriptive words and information to make your story more exciting? · Did you use a graphic organizer to organize your ideas?	· Underline transitional words from a list · Create an outline about a personal experience using a graphic organizer · After reading a story work with a partner to create a chart listing main characters and minor characters.

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Know how to use a graphic organizer to organize ideas for a narrative · List a situation or story background · List the characters for the story · Present an organized sequence of events · Understand how to use various narrative techniques to develop the characters and the plot · Incorporate details to tell the story · Understand how to establish chronology by using appropriate transitional words and phrases · Know how to write a conclusion	· Is your story about _____? · Does your story take place at _____ or _____? · Do you have more characters? · Are you writing about _____? · Do you know how to write a conclusion? · Can you use the list to add more descriptive words to your story? · Did you use a graphic organizer to organize your ideas?	· Underline transitional words from a list · Work with a teacher to create an outline about a personal experience using a graphic organizer. Teacher can fill in the organizer while the student can draw descriptive pictures about the event and describes the pictures with words and phrases. · After listening to a story, work with a partner to connect the characters to their picture/situation/event from the story.

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
· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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	· 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?	· 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

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· Produce writing that is clear and understandable to the reader · Understand writing tasks · Understand writing	· Does your writing have purpose? · What is your purpose? · What is your topic · Did you develop a task and purpose for	· 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

	purpose · Develop a task and purpose for writing · Develop a topic	writing?	chart for students to use as a topic. They will then list the topic and purpose for their writing.
· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Produce writing · Understand writing · Understand writing purpose · Develop a task and purpose for writing · Develop a topic	· Is the purpose of the writing _____ or _____? · Do you have a topic? · Is your topic _____ or _____?	· Students can draw a picture to represent their writing. The 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 (NJSLS) W.3.5

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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	· 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?	· Use a graphic organizer to develop a plan for writing · Peer editing · Brainstorm to help generate ideas before writing

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking	· Understand how to revise · Word choice	· Can you use a graphic organizer to help you organize your	· Use a partially completed graphic organizer to develop a plan for writing

· Special Education Students - Mid Group	· Understand how to use two or more graphic organizers · Understand error need to be corrected · Know who to assist with error correction	ideas? · 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?	· 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

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Understand how to revise · Word choice · Understand how to use a graphic organizer · Understand error need to be corrected	· 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?	· 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

New Jersey Student Learning Standard (NJSLS) 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 NJSLS: 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
· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Develop strategies with peers and adults to use digital tools · Use technology for producing and publishing writing · Use technology to collaborate with others	· 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	· 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

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· 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	· 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?	· 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

· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· 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	· 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	· 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

		Power Point? Can you save your work on that program? · Do you know what an online resource is?	

New Jersey Student Learning Standard (NJSLS) W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters

· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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 · Connect new information learned online with	· 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 ideas?	· Use key words for searching a topic · Summarize information · Use a graphic organizer · Cite print and internet sources

	offline resources · Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources		

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students - Mid Group	· 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 organizers, check sheets, lists of appropriate	· 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?	· 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

	websites, and rubrics to evaluate resources		
· ESL Levels 1-2.4 WIDA 2: Reading, Speaking · Special Education Students - Low Group	· 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	· 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?	· 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
· General Education · *ESL Levels 4-5* · WIDA 2: Reading, Speaking · Special Education Students - High Group	· 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	· 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?	· 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

· ESL Levels 2.5-3.9 · WIDA 2: Reading, Speaking	· Keep a writing portfolio to collect writing pieces · Develop 2-3 skills in research	· Do you want to write about _____ or _____? · You will have__ __minutes to write about…	· With teacher guidance use various sources to research a topic · Using a teacher provided model, write an introduction for a research paper

· Special Education Students - Mid Group	· Revise writing · Review writing for clarity · Explain writing choices · Develop a topic with audience and purpose in mind	· 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? ·	· Using a teacher provided model, write a conclusion for a research paper · Use a graphic organizer to organize thoughts on a topic
· ESL Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· 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	· 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?	· 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.

Phonics	Fluency
Lesson 6: -Vowel Dipthongs oi, oy **Lesson 7:** - Homophones: Words ending in –er and -le **Lesson 8:** -Contractions with n't, 'd, 've **Lesson 9:** -Words with ar, or, im- **Lesson 10:** -Words with er, ir, ur, or	*Utilize fluency routine cards when working with the phonics and structural analysis passages. ***Fluency assessment passages are optional and may be used to distinguish an individual child's reading abilities as necessary.**

Novel

The Gold Cadillac

by Mildred D. Taylor

Lois and Wilma are proud of their father's brand-new gold Cadillac, and excited that the family will be driving it all the way from Ohio to Mississippi. But as they travel deeper into the rural South, there are no admiring glances for the shiny new car; only suspicion and anger for the black man behind the wheel. For the first time in their lives, Lois and her sister know what it's like to feel scared because of the color of their skin.
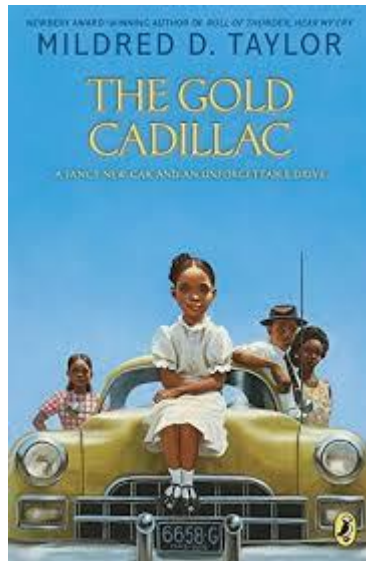
Vocabulary

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 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15

➤contribute ➤athletes ➤improve	➤Risky ➤profit ➤Crops ➤Hollered	➤Examined ➤Peak ➤Steep	➤Lying ➤partners ➤Quiver ➤Snap	➤Festive ➤Degrees ➤Tense

Domain-Specific Vocabulary

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
➤force ➤energy ➤sensor	➤cultivate ➤depletion ➤sustainable	➤tribe ➤chief ➤treaty	➤guide dog ➤husbandry ➤colleague ➤companion	➤recipe ➤chef ➤teaspoon

Spelling Words

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15

➢joy ➢point ➢coin	➢won ➢one ➢road ➢our	➢I'd ➢he's ➢haven't	➢horse ➢mark ➢partner ➢fortune	➢stir ➢firm ➢perfect

Terms About Reading/Language Arts				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
➢context ➢suffix ➢Sequence of events	➢theme ➢idiom ➢quotation marks ➢point of view	➢compare and contrast ➢story message ➢homophones	➢author's purpose ➢Point of view ➢Prefix	➢Traits ➢Motivations ➢Synonyms

Writing

Primary Focus: Writing Unit	Secondary Focus	Routine Writing
-Lesson 1: **Informative Writing: Cause and Effect Paragraph** **Focus Trait: Word Choice** **Language:** 1. **Vowel Sound in joy** 2. **Suffixes –less,-ful,-ous** 3. **More plural nouns** **-Lesson 2:** **Informative Writing: Compare and Contrase Paragraphs** **Focus Trait: Word Choice** **Language:** 1. **Homophones** 2. **Idioms** 3. **Writing Quotations** **-Lesson 3:** **Informative: Informative Paragraph** **Focus Trait : Organization** **Language:** 1. **Contractions** 2. **Homephones and Homographs** **Subject-Verb Agreement** **-Lesson 4:** **Informative Writing: Prewrite a explanatory essay** **Focus Trait Ideas** **Language:** 1. **Vowel /r/ sounds** 2. **Prefixes in-, im-** 3. **Pronoun-verb agreement** **Lesson 5:** **Informative Writing: Draft an explanatory essay** **Focus Trait: Sentence Voice** **Language:** 1. **/r/ sound** 1. **Using a Thesaurus** 2. **Verb tenses**	Note Taking Skill: Read a brief biography of Amelia Earhart or any other Grade 3 reading selection. Students write important facts from the selection in their notebooks. Ask students to narrow down their notes to fit on one medium size index card and then narrow down further to fit on one small index card. Paraphrasing-putting your research in our own words: Students work in small groups to paraphrase the language in an assigned section of the Declaration of Independence.	Here are some suggestions for writing tasks that may be incorporated into your students' daily writing experiences: Reader's Response Notebook Journals Blogging Quick Writes Interactive Writing

Writing		
Primary Focus: Writing Unit	**Secondary Focus**	**Routine Writing**
_____		

Writing		
Primary Focus: Writing Unit	**Secondary Focus**	**Routine Writing**

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

Writing Rubrics

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

NOTE:

narrative stories.

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

The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

A response is considered unscoreable if it cannot be assigned a score based on the rubric criteria. For unscoreable student responses, one of the following condition codes will be applied. Coded Responses: A=No response
B=Response is unintelligible or undecipherable
C=Response is not written in English
D=Off-topic E=Refusal to respond
F=Don't understand/know
* This rubric is subject to further refinement based on research and study.

Writing Rubrics

Rubric for Narrative Writing—Third Grade

	Grade 1 (1POINT)	1.5PTS	Grade 2 (2 POINTS)	2.5PTS	Grade 3 (3 POINTS)	3.5PTS	Grade 4 (4 POINTS)	SCORE
STRUCTURE								
Overall	Thewriterwroteabout when shedidsomething.	Mid-level	Thewriter wrote about one timewhenhedid something.	Mid-level	Thewritertoldthestory bit bybit.	Mid-level	Thewriterwrotethe unimportantparts .important partofanevent bitbybitand tookout	
Lead	Thewritertriedtomake a beginning for his story.	Mid-level	Thewriterthought about how towriteagood beginningand choseaway tostartherstory. She chose the action,talk,or setting that would make a good beginning	Mid-level	Thewriter wrote abeginning inwhichhehelpedreaders know who the characters were andwhatthesetting wasin hisstory.	Mid-level	Thewriter wrote abeginning inwhichsheshowedwhat was happening and where, getting readersintotheworld ofthe story.	
Transitions	Thewriter put her pages in order.She used words such as andandthen,so.	Mid-level	Thewritertoldthestoryin order by using words such as when,then,and after.	Mid-level	Thewritertoldherstoryin order by using phrases such as a little later and after that.	Mid-level	Thewritershowed how much time went by with words and phrasesthat mark time such asjustthen andsuddenly(toshow when things happened quickly)orafterawhileand alittlelater(toshowwhena littletimepassed.	
Ending								

| | The writer found a way to end his story. | Mid-level | The writer chose the action, talk, or feeling that would make a good ending. | Mid-level | The writer chose the action, talk, or feeling that would make a good ending and worked to write it well. | Mid-level | The writer wrote an ending that connected to the beginning or the middle of the story.

The writer used action, dialogue, or feeling to bring her story to a close. | |

	Grade 1 (1POINT)	1.5PTS	Grade 2 (2 POINTS)	2.5PTS	Grade 3 (3 POINTS)	3.5PTS	Grade 4 (4 POINTS)	SCORE
DEVELOPMENT								
Elaboration*	Thewriterputthepicture from hismindontothepage. He had details in pictures and words.	Mid-level	Thewritertriedtobring her charactersto life with details, talk, and actions.	Mid-level	Thewriterworkedto show whathappenedto(andin) his characters.	Mid-level	Thewriteraddedmoretoth e heartof herstory,including not only actions and dialogue but also thoughts and	(X2)

Writing Rubrics

Organization	Thewriterwroteherstor y acrossthreeormore pages.	Mid-level	The writer wrote a lot of lines on a page and wrote acrossa lotofpages.	Mid-level	Thewriterusedparagraphs and skipped lines to separate whathappenedfirstfrom what happened later(and finally)in herstory.	Mid-level	Thewriter used paragraphs to separatethedifferent partsor timesofthestoryor toshow when a new character was speaking.	
								TOTAL

feelings.

Writing Rubrics

Craft*	The writer used labels and words to give details.	Mid-level	The writer chose strong words that would help readers picture his story.	Mid-level	The writer not only told her story, but also wrote it in ways that got readers to picture what was happening and that brought her story to life.	Mid-level	The writer showed why characters did what they did by including their thinking. The writer made some parts of the story go quickly, some slowly. The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his story to life. The writer used a storytelling voice and conveyed the emotion or tone of his story through	(X2)
								TOTAL
LANGUAGE CONVENTIONS								

Spelling	Thewriterusedallheknew about words and chunks of words (at,op,it,etc.)to help himspell. Thewriterspelled allthe word wallwordsrightand usedthe wordwalltohelp himspell otherwords.	Mid-level	Tospellaword,thewriter used what she knew about spellingpatterns(tion,er, ly, etc.). Thewriter spelled allof the wordwallwordscorrectly and usedthewordwallto helper figure out how to spell other words.	Mid-level	Thewriter used what he knew aboutspelling patterns tohelp him spelland edit before he wrote his final draft. Thewritergothelpfrom others tocheckhisspelling and punctuationbeforehe wrote his final draft.	Mid-level	Thewriter used what she knew about word families and spelling rules to help her spell and edit.She used the word wall and dictionaries when needed.	

Writing Rubrics

	Grade 1 (1POINT)	1.5PTS	Grade 2 (2 POINTS)	2.5PTS	Grade 3 (3 POINTS)	3.5PTS	Grade 4 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS (cont.)								
Punctuation	Thewriterended sentences with punctuation. Thewriterusedacapital letter fornames. Thewriterusedcommas in dates and lists.	Mid-level	Thewriterusedquotation marks to show what characters said. Whenthewriterused words suchascan'tand don't,he usedthe apostrophe.	Mid-level	Thewriterpunctuated dialogue correctlywith commasand quotationmarks. Whilewriting,thewriter used punctuation atthe end of every sentence. Thewriter wrote in waysthat helpedreadersreadwith expression,readingsome parts quickly,some slowly, some partsinonesortof voiceand othersinanother.	Mid-level	Whenwritinglong, complex sentences,the writerused commasto makethemclear and correct.	
								TOTAL

Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing/Language	Speaking & Listening	Writing/Language
- 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 Reading Comprehension	- Brainstorm before Writing - Mini Writing Lessons - Keys to Content Writing and Keys to Argumentative Writing - Writing Genres - Writing Process	- 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 I Can Statements	- Brainstorm before Writing - Mini Writing Lessons - Keys to Content Writing and Keys to Argumentative Writing - Writing Genres - Writing Process
http://www.state.nj.us/education/cccs/frameworks/ela/	http://www.state.nj.us/education/cccs/frameworks/ela/	http://www.state.nj.us/education/cccs/frameworks/ela/	http://www.state.nj.us/education/cccs/frameworks/ela/

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.aaamatematicas.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 embedded 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/

- **Webspriration**

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/