

**CITY OF BURLINGTON PUBLIC SCHOOL DISTRICT CURRICULUM**

Language Arts and Writing Grade 3

**Revision Date: July 20, 2018**

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## Course Overview

In this course, students will read and analyze a variety of literary and informational texts with increasing text complexity across the genres to build their literary and cultural knowledge. Students will build their critical thinking and higher-order thinking skills as they read, write, and broaden their vocabulary.

The New Jersey Student Learning Standards provide a consistent, 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 people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

The curriculum guide has been generated to not only help students achieve the New Jersey Student Learning Standards, but to ensure that students will be prepared for college and career opportunities following high school graduation. The ultimate goal of this course is to help students become better readers, writers, and better thinkers who will be well prepared for college, careers, and beyond.

The Wilbur Watts Intermediate School English Language Arts Department has adopted and implemented the New Jersey Student Learning Standards as the cornerstone of the curriculum. Areas of study within the English Language Arts department are designed to be rigorous, college and career preparatory courses in which students will be exposed to a variety of literature, informational text, writing techniques, presentation styles, and communication skills.

### Primary Resource(s)

#### Textbooks

**Title:** Story Town

**Publisher:** Harcourt School Publishers

**Copyright:** 2009

**Title:** Strategies for Writers

**Publisher:** Zaner Bloser

**Copyright:** 2013

#### Supplemental Materials

Novels, Leveled Readers, National Geographic, Time for Kids

<https://www.state.nj.us/education/aps/cccs/lal/>

Pacing Chart

| <b>Unit # &amp; Title</b>           | <b>Pacing<br/>(must equal 165 days for full-year or<br/>83 days for<br/>half-year course)</b> |
|-------------------------------------|---|
| Unit 1: Family Stories              | 35 Days   |
| Unit 2: Development of Our Nation   | 30 Days   |
| Unit 3: Earth and Beyond            | 30 Days   |
| Unit 4: Poetry                      | 35 Days   |
| Unit 5: Fables, Folktales and Myths | 35 Days   |

## Unit 1 Overview At-a-Glance

### **Unit #1 – Family Stories**

#### **Unit Description:**

In this unit, students will read fictional and non-fictional texts and novels exploring different types of families and different family dynamics. Students will explore the writing process focusing on each part of the process. They will understand what it is to keep a writing notebook and journal. Students will explore paragraphing and sentence structure.

#### **Essential Skills:**

- Author’s Purpose
- Making Inferences
- Characters
- Setting
- Plot
- paragraphing
- sentence structure
- writing process
- descriptive writing

### **Standards Addressed within this Unit**

**Central Unit Standards-** This unit will focus primarily on learning goals aligned with the following standards:  
 NJSLS RL3.1; NJSLS RL3.3; NJSLS RL 3.6; NJSLS RL3.10;  
 NSLS RI3.1; NJSLS RI3.2; NJSLSRI3.3; NJSLS RI 3.4;  
 NJLSA.W4; NJLSA.W10

**Supporting Unit Standards-** This unit will also include activities aligned with the following standards:

NJSLS RF3.3; NJSLS SL3.1; NJLSA.L4

### **Unit Details**

**Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students-** Modify instructional approach and/or assignments and

**Integration of 21<sup>st</sup> century skills through NJSLS 9 and Career Education:**

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| <p>evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:</p> <ul style="list-style-type: none"> <li>• Students will listen to the stories on tape or on Think Central to increase reading ability.</li> <li>• Students will use below level Leveled Reading books in small group instruction and use these leveled readers to identify and understand important vocabulary in a selection</li> <li>• Students will record themselves reading a selected text. Other students will use the recorded reading to help them read the text.</li> <li>• Extended time</li> <li>• Adapted Writer’s Notebook</li> <li>• Online access to the text with audio</li> <li>• Enrichment activities</li> <li>• Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.</li> <li>• Rosetta Stone Program</li> <li>• Additional graphic organizers and outlines for crafting writing assignments</li> <li>• Targeted instruction during small group instruction with flexible grouping</li> </ul> | <ul style="list-style-type: none"> <li>• Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.</li> <li>• Learning incorporates skills focusing on financial, economic, business, and entrepreneurial literacy.</li> <li>• Lessons integrate a focus on civic literacy so that students can better understand the rights and obligations of citizenship.</li> </ul> |
| <p><b>Assessments- including benchmarks, formative, summative, and alternative assessments</b></p> <p>Beginning of Year</p> <ol style="list-style-type: none"> <li>1. NWEA scores</li> <li>2. District Approved Writing Prompt</li> <li>3. ELA CCC Reading Assessment</li> <li>4. Unit Tests</li> <li>5. Spelling Tests</li> <li>6. Grammar Tests</li> </ol>   | <p><b>Suggested Interdisciplinary Activities for this Unit</b></p> <p>Career Education<br/>Invite an artist or illustrator to come in to speak with the students about what he/she does.</p> <p>Health/PE<br/>Students will complete activities that involve 2 or more people to promote the importance of team work.</p>  |

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| <p>Mid-Year</p> <ol style="list-style-type: none"> <li>1. District Approved Writing Prompt</li> <li>2. NWEA scores</li> <li>3. Unit Tests</li> <li>4. Spelling Tests</li> <li>5. Grammar Tests</li> </ol> <p>End of Year</p> <ol style="list-style-type: none"> <li>1. District Approved Writing Prompt</li> <li>2. NWEA scores</li> <li>3. ELA CCC Reading Assessment</li> <li>4. Unit Tests</li> <li>5. Spelling Tests</li> <li>6. Grammar Tests</li> </ol> | <p>Math<br/>Students will complete a family tree by birth date.</p> <p>Science<br/>Students will trace ancestry in their own family and complete a family tree in Technology.</p> <p>History/Social Studies<br/>Students will identify and celebrate different cultural holidays in December.</p> <p>Writing<br/>Students will complete personal narratives.</p> <p>Technical Subjects<br/>Students will complete a family tree.</p> <p>World Languages<br/>Students will learn Latin roots of words and their meanings</p> |
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| <p><b>Unit Resources</b></p> <p>Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.</p> |  |
| <p><b>Leveled Supplemental Materials and Media/School Library Resources</b></p> <ul style="list-style-type: none"> <li>• The Stories Julian Tells</li> <li>• The Lighthouse Family: The Storm</li> <li>• Ramona Quimby, Age 8</li> <li>• The Landry News</li> </ul>  | <p><b>Integration of the Technology Standard</b></p> <p>NJSLS 8.1</p> <ul style="list-style-type: none"> <li>• Compare and contrast video / audio with the printed articles</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Frindle</li> <li>• The Lemonade War</li> <li>• Ramona The Pest</li> <li>• Beezus and Ramona</li> <li>• Tuck Everlasting</li> <li>• Stone Fox</li> <li>• Tales of a Fourth Grade Nothing</li> <li>• A Medieval Feast by Alik</li> <li>• So You Want to Be President? By Judith St. George</li> <li>• Grandfather’s Journey by Allen Say</li> <li>• Manfish: A Story of Jaques Cousteau by Jennifer Berne</li> </ul> | <ul style="list-style-type: none"> <li>• Watch a YouTube video about the reading selection to build background knowledge</li> <li>• Type open ended responses</li> <li>• Strategies for Writers Online ~ <a href="http://www.sfw.z-b.com">www.sfw.z-b.com</a></li> <li>• The Writing Fix ~ <a href="http://writingfix.com/">http://writingfix.com/</a></li> <li>• Scholastic ~ <a href="http://teacher.scholastic.com/lessonrepro/reproducibles/profbooks/activebeginnings.pdf">http://teacher.scholastic.com/lessonrepro/reproducibles/profbooks/activebeginnings.pdf</a></li> </ul> |
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Unit #1 Targeted Instructional Planning to Address Central Unit Standards:

| Central Unit Standard and Student Learning Objective  | Suggested Instructional Activities   | Suggested Student Output                          | Formative Assessments (Portfolios, Projects, Tasks, Evaluations, & Rubrics)  |
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| <p>NJSLSA.RL.3.1.</p> <p>SWBAT 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.</p> | <p>Students will answer questions in complete sentences referring back to the text to support answers.</p> <p>Students will support all open ended questions with examples from the text.</p> <p>Students will participate in a conversation about the story read, and answer the monitor comprehension questions.</p> | <p>Reading Guides</p> <p>Open ended responses</p> | <ul style="list-style-type: none"> <li>- Rubrics</li> <li>- Graphic Organizer</li> <li>- Journal entries</li> <li>- Exit ticket</li> <li>-Open ended responses</li> <li>-Unit Tests</li> <li>-Exit Tickets</li> <li>-Kahoot</li> </ul> |



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| <p>NJSLSA.RL.3.3.</p> <p>SWBAT Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> | <p>Students will complete a graphic organizer on character traits.</p> <p>Students will complete a character sketch.</p> <p>Students will compare themselves to a favorite character in the story</p>  | <p>- Graphic Organizer</p>                              | <p>- Rubrics<br/> - Graphic Organizer<br/> - Journal entries<br/> - Exit ticket<br/> -Open ended responses<br/> -Unit Tests<br/> -Exit Tickets<br/> -Kahoot</p> |
| <p>NJSLSA.RL.3.6.</p> <p>SWBAT Distinguish their own point of view from that of the narrator or those of the characters.</p>  | <p>When discussing E. B. White’s book <u>Charlotte’s Web</u>, students distinguish their own point of view regarding Wilbur the Pig from that of Fern Arable as well as from that of the narrator.</p> <p>Students will read, <u>The Babe and I</u>. They will discuss their opinions of the narrator deciding to keep his father’s secret. Would they have kept the secret?</p> | <p>Venn diagram comparing different points of view.</p> | <p>- Rubrics<br/> - Graphic Organizer<br/> - Journal entries<br/> - Exit ticket<br/> -Open ended responses<br/> -Unit Tests<br/> -Exit Tickets<br/> -Kahoot</p> |
| <p>NJSLSA.RL.3.10.</p> <p>SWBAT read and comprehend literature, including stories, dramas, and poems at grade</p>   | <p>Students will work in guided reading groups throughout the school year. They will discuss stories with partners, groups and in whole class discussion. Students will write their own</p>  | <p>Sticky note questions</p>                            | <p>- Rubrics<br/> - Graphic Organizer<br/> - Journal entries<br/> - Exit ticket<br/> -Open ended responses<br/> -Unit Tests</p>                                 |

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| level text-complexity or above, with scaffolding as needed.  | questions to novels and picture books.  |   | -Exit Tickets<br>-Kahoot   |
| NJSLSA.RI.3.1.<br><br>SWBAT 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. | Students will recognize that non-fictional informational texts are important resources for finding facts.<br><br>Students will use Magic School Bus stories or Magic Tree House Reference Guide and National Geographic to build upon current knowledge of a topic.<br><br>Investigate a question by using non-fiction informational texts to develop understanding.<br><br>Demonstrate knowledge of non-fiction informational text features to locate relevant information quickly and easily (skim and scan). | Graphic organizers<br>Facts and Opinions                    | - Rubrics<br>- Graphic Organizer<br>- Journal entries<br>- Exit ticket<br>-Open ended responses<br>-Unit Tests<br>-Exit Tickets<br>-Kahoot |
| NJSLSA.RI.3.2.<br><br>SWBAT Determine the main idea of a text; recount the key details and explain how they support the main idea.   | SWBAT complete a graphic organizer filling in Main Idea and supporting details.<br>Using a book such as <i>Schools Around the World</i> (Margaret C. Hall), discuss the differences in the way people   | Written responses<br><br>Post it notes<br>Reading notebooks | - Rubrics<br>- Graphic Organizer<br>- Journal entries<br>- Exit ticket<br>-Open ended responses<br>-Unit Tests<br>-Exit Tickets            |

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|  | <p>around the world go to school. Challenge the students to think critically in a class discussion. Use the following questions to guide the discussion: What do you think the author was trying to say in this text? Can you support your opinion with evidence from the text? How did the illustrations support the ideas in the print part of the text? Do you think the author fairly described the way people in the United States go to school? Students will record new learning on Post it notes or in reading notebooks.</p> |   | -Kahoot  |
| <p>NJSLSA.RI.3.4.<br/>SWBAT Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> | <p>Students determine the meanings of words and phrases encountered in, Barbara Brenner’s, <u>One Small Place in A Tree</u> , such as <i>glimpse</i>, <i>spears</i> and <i>roost</i>.</p>   | <p>Vocabulary Center Work<br/>Vocabulary graphic organizers<br/>Vocabulary activities</p> | <ul style="list-style-type: none"> <li>- Rubrics</li> <li>- Graphic Organizer</li> <li>- Journal entries</li> <li>- Exit ticket</li> <li>-Open ended responses</li> <li>-Unit Tests</li> <li>-Exit Tickets</li> <li>-Kahoot</li> </ul> |
| <p>NJSLSA.RF 3.3<br/>SWBAT identify and understand the meaning of common prefixes and suffixes.</p>  | <p>Display this list of words with a common Latin suffix (e.g., -able, -ible, -ation, -fy, -ify, -ment, -ty, -ity): likeable,</p>   | <p>Anchor charts<br/>Center Activities</p>  | <p>Quizzes</p>   |

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| <p>SWBAT decode words with common Latin suffixes.</p> <p>SWBAT decode words with multiple syllables.</p> <p>SWBAT read third grade irregularly spelled words.</p> | <p>readable, drivable, laughable, and teachable. Ask students: What does each word have in common with the rest? (Answer: the same Latin suffix –able)</p> <p>Then explain that this is an example of a Latin suffix. Have students use white boards to write the root word for each (i.e., like, read, drive, laugh, and teach). Then ask students: What part of speech is “read”? (Answer: verb)</p> <p>Explain that when we add the suffix –able, it becomes a different part of speech (i.e., an adjective). Then use the new word in a sentence so that students see the part of speech change. For example, I was surprised to find this thick book was very readable.”</p> <p>Then explain that “readable” describes the book, which means it’s an adjective. Extend this lesson by continuing to collect words that end in –able or –ible.</p> |  |  |
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|   | Students will complete vocabulary activities in centers throughout the year.   |                                       |                      |
| <p>NJSLSA.SL 3.1</p> <p>SWBAT participate in conversations with partners, classmates, and teachers about things they are learning in third grade.</p> <p>SWBAT follow rules, check understanding through questioning, and explain ideas in class discussions.</p> | <p>Ask students if they have family stories they love to tell. Allow students to share favorite family stories for a few minutes. Introduce that day’s new chapter book: <u>The Stories Julian Tells</u> (Ann Cameron and Ann Strugnell). As students read the first chapter of the book, “The Pudding Like a Night on the Sea,” ask them to examine Julian as a character. You might post these leading questions and discuss their meaning by having your students ask you the questions as their new teacher: How would you describe Julian? What are his character traits? Why does he do what he does? Read the chapter aloud to the students as they follow along. Continue reading the subsequent chapters in the days that follow, encouraging as much independent reading as possible. Continue to focus on character traits and motivation. As students finish</p> | <p>Class discussions</p> <p>Rules</p> | <p>Presentations</p> |

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|  | <p>this book, allow them to choose to move to other character stories in this series or to continue with Julian. This provides the opportunity to compare and contrast books and /or characters by the same author.</p> <p>Students will learn rules for class discussions and partnerships in morning meetings. Students will create morning meeting rules.</p> <p>Students will give oral reports on multiple subjects throughout the year. They will use the agreed upon rules for what it means to be a good speaker and good listener during presentations.</p> |  |  |
| <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p>Strategies for Writers<br/>TE pg. 352-465</p> <p>Teacher will discuss Six Traits of Writing that will be useful for writing a Descriptive Paragraph.</p> <p>Introduce and describe types of writing.</p>  | <p>Paragraphs</p> <p>Revising checklists</p> <p>Editing checklists</p> | <ul style="list-style-type: none"> <li>● Holistic scoring rubric</li> <li>● Completed Writing Assignments</li> <li>● Completed homework</li> <li>● Completed class work assignment(s)</li> <li>● Writer’s Checklist</li> <li>● Writing Rubrics</li> <li>● Project(s) /Presentation(s)</li> </ul> |

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|   | <p>Students will write a Descriptive Paragraph.</p> <p>Students will use the writing process to publish the Descriptive Paragraph.</p>   |  | <ul style="list-style-type: none"> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul>   |
| <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>                      | <p>Model how to use the writer's notebook.</p> <p>Describe the steps in the writing process.</p> <p>Teachers will confer with students during the writing process.</p> <p>Students will confer with peers during the writing process.</p>    | <p>Paragraphs</p> <p>Descriptive essays</p> <p>Revising checklists</p> <p>Editing checklists</p> | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer's Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul> |
| <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> | <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>Use a known root word as a clue to the meaning of an</p> | <p>Grammar quizzes</p> <p>Spelling quizzes</p>   | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer's Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> </ul>   |

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|  | <p>unknown word with the same root.<br/>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> |  | <ul style="list-style-type: none"> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul> |
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### Unit 2 Overview At-a-Glance

#### **Unit #2 – Development of Our Nation**

##### **Unit Description:**

In this unit students will read fictional and non-fictional text and novels exploring government, presidents, pilgrims civil rights, citizenships and national symbols. Students will learn to write informative texts to examine a topic and convey ideas, and information clearly. Suggested writing genres include: Research Report, Compare and Contrast Essay, How-To Essay, Explanatory Essay and Informative / Explanatory Text Writing.

##### **Essential Skills:**

- Drawing Conclusions
- Cause and Effect
- Summary
- Main Idea
- Sequencing
- Paragraph structure
- Main idea and supporting details
- Compare and contrast
- Research
- Time-order words



**Standards Addressed within this Unit**

**Central Unit Standards-** This unit will focus primarily on learning goals aligned with the following standards:

NJSLS RL3.7; NJSLS RI3.3; NJSLS RI3.6; NJSLS RI3.8; NJSLS RI 3.9; NJLSA.W2; NJLSA.W7; NJLSA.W8; NJLSA.W10;

**Supporting Unit Standards-** This unit will also include activities aligned with the following standards:

NJSLS SL3.2; NJLSA.L5; NJLSA.L6; NJLSA.SL5; NJLSA.SL6

**Unit Details**

**Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students-** Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:

- Students will use below level Leveled Reading books in small group instruction and use these leveled readers to identify and understand important vocabulary in a selection.
- Students will work with partners and use a list of preapproved discussion questions to help in participation of class discussions
- Extended time
- Adapted Writer’s Notebook
- Online access to the text with audio
- Enrichment activities
- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Rosetta Stone Program
- Additional graphic organizers and outlines for crafting writing assignments
- Targeted instruction during small group instruction with flexible grouping

**Integration of 21<sup>st</sup> century skills through NJSLS 9 and Career Education:**

- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Learning incorporates skills focusing on financial, economic, business, and entrepreneurial literacy.
- Lessons integrate a focus on civic literacy so that students can better understand the rights and obligations of citizenship.

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| <p><b>Assessments- including benchmarks, formative, summative, and alternative assessments</b></p> <p>Beginning of Year</p> <ol style="list-style-type: none"> <li>1. NWEA scores</li> <li>2. District Approved Writing Prompt</li> <li>3. ELA CCC Reading Assessment</li> <li>4. Unit Tests</li> <li>5. Spelling Tests</li> <li>6. Grammar Tests</li> </ol> <p>Mid-Year</p> <ol style="list-style-type: none"> <li>1. District Approved Writing Prompt</li> <li>2. NWEA scores</li> <li>3. Unit Tests</li> <li>4. Spelling Tests</li> <li>5. Grammar Tests</li> </ol> <p>End of Year</p> <ol style="list-style-type: none"> <li>1. District Approved Writing Prompt</li> <li>2. NWEA scores</li> <li>3. ELA CCC Reading Assessment</li> <li>4. Unit Tests</li> <li>5. Spelling Tests</li> <li>6. Grammar Tests</li> </ol> | <p><b>Suggested Interdisciplinary Activities for this Unit</b></p> <p><b>Career Education</b><br/>Invite the police to come in with their K9 unit to discuss what they do</p> <p><b>Health/PE</b><br/>Students will learn how to military march, salute the flag and stand in formation.</p> <p><b>Math</b><br/>Students will learn about money and budgeting.</p> <p><b>Science</b><br/>Students will learn about the oceans, tides and moon phases</p> <p><b>History/Social Studies</b><br/>Students will learn about civil rights, government, citizenship, national symbols, pilgrims and the presidents.</p> <p><b>Writing</b><br/>Students will write a friendly letter, complete a how-to essay and a research report with a brochure</p> <p><b>Technical Subjects</b><br/>Students will complete a time line of Presidents for the 19th century.</p> <p><b>World Languages</b><br/>Students will learn Latin roots of words and their meanings.</p> |
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**Unit Resources**

Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

**Leveled Supplemental Materials and Media/School Library Resources**

- Lead Us to Freedom, Harriet Tubman
- So You Want to Be President
- MTH: Thanksgiving on Thursday
- MTH: Abe Lincoln at Last
- National Geographic for Kids” Abraham Lincoln
- Who was Abraham Lincoln?
- If you “Sailed on the Mayflower
- MTH: Pilgrims
- MTH: Abe Lincoln
- National Geographic: MLK
- Martin Luther King, Jr
- How a House is Built by Gail Gibbons
- Bats: Creatures of the Night by Joyce Milton
- Moonshot: The Flight of Apollo 11 by Brian Floca
- Animal Defenses: How Animals Protect Themselves by Etta Kaner
- DK Reader series

**Integration of the Technology Standard**

- NJSLS 8.1 Compare and contrast video / audio with the printed articles
- NJSLS 8.1 Watch a YouTube video about the reading selection to build background knowledge
- NJSLS 8.1 Type open ended responses
- Kids Click! [www.kidsclick.org](http://www.kidsclick.org)
- Fact Monster [www.factmonster.com](http://www.factmonster.com)
- Enchanted Learning  
[www.enchantedlearning.com/Home/html](http://www.enchantedlearning.com/Home/html)
- The Library of Congress’ American Memory database  
[www.loc.gov/teachers/usingprimarysources](http://www.loc.gov/teachers/usingprimarysources)

**Unit #2 Targeted Instructional Planning to Address Central Unit Standards:**

| Central Unit Standard and Student Learning Objective | Suggested Instructional Activities  | Suggested Student Output                           | Formative Assessments (Portfolios, Projects, Tasks, Evaluations, & Rubrics) |
|--|---|--|---|
| NJSLSA.RL 3.7  | Using the book <u>We the Kids: The Preamble to the Constitution</u> (David Catrow), | Story Tests<br>Venn Diagrams<br>Graphic Organizers | - Rubrics<br>- Graphic Organizer<br>- Journal entries                       |

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| <p>SWBAT explain how a text’s illustrations help the reader to understand the words or meaning of a story.</p>                    | <p>discuss the role of an illustrator in telling a story. Showing only the illustrations (by, for example, covering the text with Post-Its), have the students concoct a story aloud and together. After the students have created a story, show them that the text for the book is actually the Preamble to the Constitution. Together, read the book again to see how each illustration illustrates the meaning of a phrase.</p> <p>Students can read a wordless picture book and write the story. Good examples are <u>Flotsam</u> by David Weisner or <u>Chalk</u> by Bill Thomson.</p> | <p>Character Sketches<br/>Post It Notes<br/>Compare/Contrast Chart<br/>Questions<br/>Written Responses<br/>Reading notebooks<br/>Vocabulary Center Work<br/>Power Points<br/>Center Activities</p>  | <p>- Exit ticket<br/>-Open ended responses<br/>-Unit Tests<br/>-Exit Tickets<br/>-Kahoot</p>   |
| <p>NJSLSA.RI3.3.<br/>SWBAT analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> | <p>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.</p>   | <p>Story Tests<br/>Venn Diagrams<br/>Graphic Organizers<br/>Character Sketches<br/>Post It Notes<br/>Compare/Contrast Chart<br/>Questions<br/>Written Responses<br/>Reading notebooks<br/>Vocabulary Center Work<br/>Power Points<br/>Center Activities</p> | <p>- Rubrics<br/>- Graphic Organizer<br/>- Journal entries<br/>- Exit ticket<br/>-Open ended responses<br/>-Unit Tests<br/>-Exit Tickets<br/>-Kahoot</p> |

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| <p>NJSLSA.RI 3.6<br/>SWBAT distinguish their own point of view from that of the author of a text.</p>  | <p>Choose two books about the same topic for the students to compare and contrast, such as <u>So You Want to Be a President?</u> and <u>Lives of the Presidents</u> or <u>A Drop of Water</u> and <u>A Drop Around the World</u>. Ask students the following questions:<br/>In what ways are the two books similar?<br/>How are they different?<br/>Which book gave better information?</p> <p>(Note: Be sure they quote from the text to back up their opinion.)<br/>Students can create a Venn diagram or other graphic organizer</p> | <p>Graphic organizer<br/><br/>Written responses<br/><br/>Venn Diagram</p>   | <ul style="list-style-type: none"> <li>- Rubrics</li> <li>- Graphic Organizer</li> <li>- Journal entries</li> <li>- Exit ticket</li> <li>-Open ended responses</li> <li>-Unit Tests</li> <li>-Exit Tickets</li> <li>-Kahoot</li> </ul> |
| <p>NJSLSA.RI3.8.<br/><br/>SWBAT delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> | <p>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.</p>  | <p>Story Tests<br/>Venn Diagrams<br/>Graphic Organizers<br/>Character Sketches<br/>Post It Notes<br/>Compare/Contrast Chart<br/>Questions<br/>Written Responses<br/>Reading notebooks<br/>Vocabulary Center Work<br/>Power Points<br/>Center Activities</p> | <ul style="list-style-type: none"> <li>- Rubrics</li> <li>- Graphic Organizer</li> <li>- Journal entries</li> <li>- Exit ticket</li> <li>-Open ended responses</li> <li>-Unit Tests</li> <li>-Exit Tickets</li> <li>-Kahoot</li> </ul> |

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| <p>NJSLSA.RI3.9.</p> <p>SWBAT analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> | <p>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.</p> | <p>Story Tests<br/>Venn Diagrams<br/>Graphic Organizers<br/>Character Sketches<br/>Post It Notes<br/>Compare/Contrast Chart<br/>Questions<br/>Written Responses<br/>Reading notebooks<br/>Vocabulary Center Work<br/>Power Points<br/>Center Activities</p>  | <ul style="list-style-type: none"> <li>- Rubrics</li> <li>- Graphic Organizer</li> <li>- Journal entries</li> <li>- Exit ticket</li> <li>-Open ended responses</li> <li>-Unit Tests</li> <li>-Exit Tickets</li> <li>-Kahoot</li> </ul> |
| <p>NJSLSA.SL3.2</p> <p>SWBAT integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>                                | <p>SWBAT determine the main ideas and supporting details from a text read aloud or in information presented from others.</p>  | <p>Students will orally tell the main idea and details of text read. Students will use the text to support their answers. Students will use sticky notes to mark parts in their texts where it was confusing or misunderstood. They will use Post-It notes to in books to interact with text. Students will discuss this with partners and in whole group.</p> | <ul style="list-style-type: none"> <li>- Rubrics</li> <li>- Graphic Organizer</li> <li>- Journal entries</li> <li>- Exit ticket</li> <li>-Open ended responses</li> <li>-Unit Tests</li> <li>-Exit Tickets</li> <li>-Kahoot</li> </ul> |
| <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,</p>                          | <p>Strategies for Writers<br/>TE pg. 122-233</p> <p>Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams,</p>                                       | <p>Essays</p> <p>Paragraphs</p>  | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer’s Checklist</li> </ul>         |

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| <p>organization, and analysis of content.</p>   | <p>captions) when useful to support comprehension.</p> <p>Develop the topic with facts, definitions, and details.</p> <p>Use linking words and phrases to connect ideas within categories of information.</p> <p>Analyze student samples and Rubrics from Strategies for Writers.</p> <p>Provide a conclusion.</p>   |   | <ul style="list-style-type: none"> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul>   |
| <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> | <p>Students will pick a topic that we have discussed in reading, science or social studies. Students will research their topic using different sources. They will write information about their topic on index cards, or a graphic organizer. They will create a research project based on that information. Students will choose to create a poster, diorama, power point, cereal box, etc.</p> | <p>Graphic Organizer<br/>Index Cards<br/>Writer’s Notebook<br/>Research Project</p> | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer’s Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul> |
| <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and</p>   | <p>Students will use multiple sources and collect information on index cards. Sort index cards into</p>  | <p>Index cards<br/>Writer’s Notebook</p>  | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> </ul>  |

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| <p>accuracy of each source, and integrate the information while avoiding plagiarism.</p>   | <p>categories. They will use the index cards as a guide to write each paragraph of their research report.</p>   |   | <ul style="list-style-type: none"> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer’s Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul>   |
| <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> | <p>Students will build up writing stamina through practice timed writing prompts. Students will take a writing assessment using the same writing prompt three times during the school year. Prompts will be evaluated for strengths, weaknesses and growth as a writer.</p> | <p>Journals<br/>Writing prompts</p>             | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer’s Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul> |
| <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>  | <p>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>                      | <p>Writing checklists<br/>Writing notebooks</p> | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer’s Checklist</li> <li>• Writing Rubrics</li> </ul>   |



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|  | Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, and wondered</i> ).   |                    | <ul style="list-style-type: none"> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul>  |
| NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ). | Vocabulary quizzes | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer’s Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul> |
| NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.   | Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.  | Presentations      | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer’s Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> </ul>   |

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|   |   |                    | <ul style="list-style-type: none"> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul>  |
| NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | Oral presentations | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer's Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul> |

## Unit 3 Overview At-a-Glance

### **Unit #3 – Earth and Beyond**

#### **Unit Description:**

In this unit, Students will read fictional and non-fictional text and novels exploring the solar system, habitats, plants, phases of the moon, the water cycle, life cycles and dinosaurs. Students will learn to write opinion pieces on topics or texts, supporting a point of view with reasons and information. Suggested genres include: Opinion Essay, Response to Literature, Brochure, and Opinion Test Writing

#### **Essential Skills:**

- Making Predictions
- Sequencing
- Locating Information
- Fact and Opinion
- Main Idea
- Details
- Provide reasons that support the opinion
- Use linking words and phrases
- Provide a conclusion
- Facts and opinions

### **Standards Addressed within this Unit**

**Central Unit Standards-** This unit will focus primarily on learning goals aligned with the following standards:

NJSLS RL3.9; NJSLS RI 3.4; NJSLS RI3.5; NJSLS RI3.7;  
NJSLSA.W1; NJSLSA.W4; NJSLSA.W5; NJSLSA.W9;

**Supporting Unit Standards-** This unit will also include activities aligned with the following standards:

NJSLS 3.3; NJSLSA.L2; NJSLSA.L3; NJSLSA.SL3;  
NJSLSA.SL4;

### **Unit Details**

**Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted**

**Integration of 21<sup>st</sup> century skills through NJSLS 9 and Career Education:**

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| <p><b>Students-</b> Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:</p> <ul style="list-style-type: none"> <li>• Extended Time</li> <li>• Online access to the text with audio</li> <li>• Enrichment activities</li> <li>• Preferential / alternate seating</li> <li>• Rosetta Stone program</li> <li>• Audio versions of texts</li> <li>• Independent study</li> <li>• Additional graphic organizers and outlines</li> <li>• Targeted instruction during small group instruction with flexible grouping</li> <li>• Adapted Writer’s Notebook</li> <li>• Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.</li> </ul> | <ul style="list-style-type: none"> <li>• Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.</li> <li>• Learning incorporates skills focusing on financial, economic, business, and entrepreneurial literacy.</li> <li>• Lessons integrate a focus on civic literacy so that students can better understand the rights and obligations of citizenship.</li> </ul>  |
| <p><b>Assessments- including benchmarks, formative, summative, and alternative assessments</b></p> <ul style="list-style-type: none"> <li>• Beginning of Year <ol style="list-style-type: none"> <li>1. NWEA scores</li> <li>2. District Approved Writing Prompt</li> <li>3. ELA CCC Reading Assessment</li> <li>4. Unit Tests</li> <li>5. Spelling Tests</li> <li>6. Grammar Tests</li> </ol> </li> </ul> <p>Mid-Year</p> <ol style="list-style-type: none"> <li>1. District Approved Writing Prompt</li> <li>2. NWEA scores</li> <li>3. Unit Tests</li> <li>4. Spelling Tests</li> <li>5. Grammar Tests</li> </ol>  | <p><b>Suggested Interdisciplinary Activities for this Unit</b></p> <p>Career Education<br/>Students will learn the roles and responsibilities of astronomers and astronauts by visiting the Franklin Institute.</p> <p>Health/PE<br/>Students will complete obstacle courses and compare how they are similar to cycles.</p> <p>Math<br/>Students will continue to learn about distance and time in the English and Metric systems as well as how cycles come full circle.</p> <p>Science</p> |

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| <p>End of Year</p> <ol style="list-style-type: none"> <li>1. District Approved Writing Prompt</li> <li>2. NWEA scores</li> <li>3. ELA CCC Reading Assessment</li> <li>4. Unit Tests</li> <li>5. Spelling Tests</li> <li>6. Grammar Tests</li> </ol> | <p>Students will read the following stories as the basis of the science unit. Habitats: Antarctic Ice Solar System: The Planets Students will create the phases of the moon.</p> <p>History/Social Studies<br/>Students will learn about the dinosaurs and why they became extinct.</p> <p>Writing<br/>Students will write a how-to essay and complete a research report and brochure.</p> <p>Technical Subjects<br/>Students will complete a water or life cycle picture and power point.</p> <p>World Languages<br/>Students will learn Latin roots of words and their meanings</p> |
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| <p><b>Unit Resources</b></p> <p>Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.</p> |  |
| <p><b>Leveled Supplemental Materials and Media/School Library Resources</b></p> <ul style="list-style-type: none"> <li>• Moonshot</li> <li>• The Moon Book</li> <li>• Where Do Polar Bears Live</li> <li>• A Drop of Water</li> <li>• Here is the Tropical Rainforest</li> <li>• MTH: Rain Forests</li> </ul>  | <p><b>Integration of the Technology Standard</b></p> <p>NJSLS 8.1 Compare and contrast video / audio with the printed articles</p> <p>NJSLS 8.1 Watch a YouTube video about the reading selection to build background knowledge</p> <p>NJSLS 8.1 Type open ended responses</p> |

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| <ul style="list-style-type: none"> <li>• Life in the Rainforest</li> <li>• Classroom Plants</li> <li>• Coral Reefs</li> <li>• Food Chains and Webs</li> <li>• Geronimo Stilton, Mouse in Space</li> <li>• MTH: Afternoon on the Amazon</li> <li>• Earth Day From the Black Lagoon</li> <li>• The Great Kapok Tree by Lynne Cherry</li> <li>• The True Story of the Three Little Pigs by Jon Scieszka</li> <li>• My Brother Dan’s Delicious by Steven Layne</li> <li>• I Wanna New Room by Karen Orloff</li> <li>• Earrings! By Judith Viorst</li> </ul> | <ul style="list-style-type: none"> <li>• Websites: Strategies for Writers Online <a href="http://www.sfw.z-b.com">www.sfw.z-b.com</a></li> <li>• The Writing Fix <a href="http://writingfix.com/">http://writingfix.com/</a></li> <li>• Scholastic <a href="http://teacher.scholastic.com/lessonrepro/reproducibles/profbooks/activebeginnings.pdf">http://teacher.scholastic.com/lessonrepro/reproducibles/profbooks/activebeginnings.pdf</a></li> <li>• <a href="http://www.brainpopjr.com/">http://www.brainpopjr.com/</a></li> <li>• Kids on the Net</li> <li>• <a href="http://www.kidsonthenet.com">www.kidsonthenet.com</a></li> <li>• Cyberkids <a href="http://www.cyberkids.com/he/html/submit.html">www.cyberkids.com/he/html/submit.html</a></li> <li>• Fact Monster <a href="http://www.factmonster.com">www.factmonster.com</a></li> <li>• Enchanted Learning <a href="http://www.enchantedlearning.com/Home/html">www.enchantedlearning.com/Home/html</a></li> </ul> |
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Unit #3 Targeted Instructional Planning to Address Central Unit Standards:

| Central Unit Standard and Student Learning Objective   | Suggested Instructional Activities   | Suggested Student Output   | Formative Assessments (Portfolios, Projects, Tasks, Evaluations, & Rubrics)   |
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| <p>NJSLSA.RL9.</p> <p>SWBAT analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> | <p>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).</p> | <p>Story Tests<br/> Venn Diagrams<br/> Graphic Organizers<br/> Character Sketches<br/> Post It Notes<br/> Compare/Contrast Chart<br/> Questions<br/> Written Responses<br/> Reading notebooks<br/> Vocabulary Center Work<br/> Power Points<br/> Center Activities</p> | <p>- Rubrics<br/> - Graphic Organizer<br/> - Journal entries<br/> - Exit ticket<br/> -Open ended responses<br/> -Unit Tests<br/> -Exit Tickets<br/> -Kahoot</p> |
| <p>NJSLSA.RI.3.4.</p>  |  | <p>Story Tests</p>   | <p>- Rubrics</p>  |

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| <p>SWBAT determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>   | <p>Students determine the meanings of words and phrases encountered in, Barbara Brenner’s, <u>One Small Place in A Tree</u> , such as <i>glimpse, spears</i> and <i>roost</i>.</p> | <p>Venn Diagrams<br/>Graphic Organizers<br/>Character Sketches<br/>Post It Notes<br/>Compare/Contrast Chart<br/>Questions<br/>Written Responses<br/>Reading notebooks<br/>Vocabulary Center Work<br/>Power Points<br/>Center Activities</p>                 | <ul style="list-style-type: none"> <li>- Graphic Organizer</li> <li>- Journal entries</li> <li>- Exit ticket</li> <li>-Open ended responses</li> <li>-Unit Tests</li> <li>-Exit Tickets</li> <li>-Kahoot</li> </ul>                    |
| <p>NJSLSA.R3.5.<br/><br/>SWBAT analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> | <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>                                     | <p>Story Tests<br/>Venn Diagrams<br/>Graphic Organizers<br/>Character Sketches<br/>Post It Notes<br/>Compare/Contrast Chart<br/>Questions<br/>Written Responses<br/>Reading notebooks<br/>Vocabulary Center Work<br/>Power Points<br/>Center Activities</p> | <ul style="list-style-type: none"> <li>- Rubrics</li> <li>- Graphic Organizer</li> <li>- Journal entries</li> <li>- Exit ticket</li> <li>-Open ended responses</li> <li>-Unit Tests</li> <li>-Exit Tickets</li> <li>-Kahoot</li> </ul> |
| <p>NJSLSA.RI 3.7<br/><br/>SWBAT explain how different photographs and images help the reader to understand a non-fiction text.</p>  | <p>Students will read, <u>How Animals Talk</u>. Discuss the genre as a photo essay. Through reading and small group centers, students will discuss how the photographs</p>         | <p>Story Tests<br/>Venn Diagrams<br/>Graphic Organizers<br/>Character Sketches<br/>Post It Notes</p>  | <ul style="list-style-type: none"> <li>- Rubrics</li> <li>- Graphic Organizer</li> <li>- Journal entries</li> <li>- Exit ticket</li> <li>-Open ended responses</li> <li>-Unit Tests</li> </ul>   |

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|   | and images help them to understand the text. Students will pick an American Symbol to research and will create a power point presentation with illustrations.   | Compare/Contrast Chart<br>Questions<br>Written Responses<br>Reading notebooks<br>Vocabulary Center Work<br>Power Points<br>Center Activities  | -Exit Tickets<br>-Kahoot  |
| NJSLSA.SL 3.3<br><br>SWBAT ask and answer questions that are appropriate based on information presented from a speaker.                                 | Students will create habitat presentations.<br><br>Allow students to ask/answer questions about another student's presentation.   | Story Tests<br>Venn Diagrams<br>Graphic Organizers<br>Character Sketches<br>Post It Notes<br>Compare/Contrast Chart<br>Questions<br>Written Responses<br>Reading notebooks<br>Vocabulary Center Work<br>Power Points<br>Center Activities | - Rubrics<br>- Graphic Organizer<br>- Journal entries<br>- Exit ticket<br>-Open ended responses<br>-Unit Tests<br>-Exit Tickets<br>-Kahoot  |
| NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | Strategies for Writers<br>TE pg. 234-351<br><br>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.<br><br>Provide reasons that support the opinion. | Opinion Essay<br>Response to Literature<br>Brochure<br>Test Writing Practice<br>Assessment  | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer's Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s)<br/>/Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> </ul> |



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|   | <p>Use linking words and phrases to connect opinion and reasons.</p> <p>Analyze student samples and Rubrics from Strategies for Writers.</p> <p>Provide a conclusion.</p>   |   | <ul style="list-style-type: none"> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul>  |
| NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Teachers will lead students through the writing process for each type of writing. Students will conduct a Writer's Workshop approach to writing. During writing, students will have a mini lesson (geared toward a specific topic), then have time to practice writing while the teacher will confer with students about writing. During conference time, teachers will work with students to guide and support their writing by creating individual writing goals. | Graphic Organizer Writer's Notebook Revisions   | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer's Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul> |
| NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        | <p>-Strengthen writing through planning, revising, editing, and rewriting</p> <p>-Revising and editing with peers and adults</p>  | -Completed essay that successfully went through the writing process of planning, revising (with peers and adults), editing (with peers and adults), rewriting, or | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer's Checklist</li> </ul>  |

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|   | <p>-Being able to determine if a piece meets all expectations and should continue through the writing process</p> <p>-Model and assist students on proper format for paragraph structure</p>   | trying a new piece to make a final product.                                | <ul style="list-style-type: none"> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul>   |
| NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                  | <p>Using a teacher created writing piece show students how we can use other sources to support our writing. For example, I could use an opinion essay and find other text or on-line support for my opinion. Ask students, "What information from this source will help me develop my point?"</p> <p>Teach students how to cite evidence using graphic organizers.</p> | Completed Graphic Organizer<br>Writer's Notebook                           | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer's Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul> |
| NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | <p>Capitalize appropriate words in titles.</p> <p>Use commas in addresses.</p> <p>Use commas and quotation marks in dialogue.</p> <p>Form and use possessives.</p>   | <p>Revision Checklist</p> <p>Editing Checklist</p> <p>Spelling quizzes</p> | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer's Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> </ul>  |

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|   | <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> |                           | <ul style="list-style-type: none"> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul>   |
| <p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> | <p>Choose words and phrases for effect.</p> <p>Recognize and observe differences between the conventions of spoken and written standard English.</p>  | <p>Writer's Checklist</p> | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer's Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul> |

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| <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>   | <p>Students will present their opinion pieces. Audience will ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>       | <p>Presentation rubric</p>       | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer’s Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul> |
| <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> | <p>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.</p> | <p>Oral report presentations</p> | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer’s Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul> |

## Unit 4 Overview At-a-Glance

### **Unit #4 – Poetry**

**Unit Description:** In this unit, students will read, analyze, and write various forms of poetry.

#### **Essential Skills:**

- figurative language
- poetic structure
- rhythm and rhyme
- comparing imagery
- forms of poetry
- sound devices

### **Standards Addressed within this Unit**

**Central Unit Standards-** This unit will focus primarily on learning goals aligned with the following standards:

NJSLS RL 3.4; NJSLS RL3.5

**Supporting Unit Standards-** This unit will also include activities aligned with the following standards:

NJSLS RF3.4

### **Unit Details**

**Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students-** Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:

- Extended Time
- Online access to the text with audio
- Enrichment activities
- Preferential / alternate seating
- Rosetta Stone program

**Integration of 21<sup>st</sup> century skills through NJSLS 9 and Career Education:**

- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Learning incorporates skills focusing on financial, economic, business, and entrepreneurial literacy.
- Lessons integrate a focus on civic literacy so that students can better understand the rights and obligations of citizenship.

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| <ul style="list-style-type: none"> <li>• Audio versions of texts</li> <li>• Independent study</li> <li>• Additional graphic organizers and outlines</li> <li>• Targeted instruction during small group instruction with flexible grouping</li> </ul>   |  |
| <p><b>Assessments- including benchmarks, formative, summative, and alternative assessments</b></p> <p>Beginning of Year</p> <ol style="list-style-type: none"> <li>1. NWEA scores</li> <li>2. District Approved Writing Prompt</li> <li>3. ELA CCC Reading Assessment</li> <li>4. Unit Tests</li> <li>5. Spelling Tests</li> <li>6. Grammar Tests</li> </ol> <p>Mid-Year</p> <ol style="list-style-type: none"> <li>1. District Approved Writing Prompt</li> <li>2. NWEA scores</li> <li>3. Unit Tests</li> <li>4. Spelling Tests</li> <li>5. Grammar Tests</li> </ol> <p>End of Year</p> <ol style="list-style-type: none"> <li>1. District Approved Writing Prompt</li> <li>2. NWEA scores</li> <li>3. ELA CCC Reading Assessment</li> <li>4. Unit Tests</li> <li>5. Spelling Tests</li> <li>6. Grammar Tests</li> </ol> | <p><b>Suggested Interdisciplinary Activities for this Unit</b></p> <p>Career Education:<br/>Discuss different careers. Students will write an acrostic poem about that career title.</p> <p>Health/PE:<br/>Close read of a poem about health and answer text dependent questions.</p> <p>Math:<br/>Read the poem, <u>Smart</u> and have students figure out how much money the boy spent.</p> <p>Technical Subjects:<br/>Type poems and publish it as a book.</p> <p>World Languages:<br/>Find poems in Spanish and translate to English.</p> <p>Arts:<br/>Create a shape poem</p> |

### Unit Resources

Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

#### Leveled Supplemental Materials and Media/School Library Resources

- Where The Sidewalk Ends
- The Light in the Attic
- A Pizza The Size of the Sun
- Joyful Noises

#### Integration of the Technology Standard

##### NJSLS 8.1

- Compare and contrast video / audio with the printed articles
- Watch a YouTube video about the reading selection to build background knowledge
- Type open ended responses
- Create a power point

#### Unit #4 Targeted Instructional Planning to Address Central Unit Standards:

| Central Unit Standard and Student Learning Objective  | Suggested Instructional Activities   | Suggested Student Output   | Formative Assessments (Portfolios, Projects, Tasks, Evaluations, & Rubrics)  |
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| NJSLSA.RL 3.4<br><br>SWBAT determine the meaning of words and phrases used in a text to distinguish from literal and nonliteral language. | Students read Paul Fleischman’s poem “Fireflies,” determining the meaning of words and phrases in the poem, particularly focusing on identifying his use of nonliteral language (e.g., “light is the ink we use”) and talking about how it suggests meaning. | Story Tests<br>Venn Diagrams<br>Graphic Organizers<br>Character Sketches<br>Post It Notes<br>Compare/Contrast Chart<br>Questions<br>Written Responses<br>Reading notebooks<br>Vocabulary Center Work | - Rubrics<br>- Graphic Organizer<br>- Journal entries<br>- Exit ticket<br>-Open ended responses<br>-Unit Tests<br>-Exit Tickets<br>-Kahoot |

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|  |  | Power Points<br>Center Activities   |  |
| <p>NJSLSA.RL 3.5</p> <p>SWBAT identify specific parts of a story/text when speaking or writing about the text.</p> <p>SWBAT tell where they read the information that they are referencing.</p>  | <p>Using a poem such as “Eating While Reading” (Gary Soto) to illustrate how each line builds meaning to the next. Have students read multiple poems aloud to each other, explaining their understanding of the poem, line-by-line, and stanza-by-stanza.</p>  | <p>Story Tests<br/>Venn Diagrams<br/>Graphic Organizers<br/>Character Sketches<br/>Post It Notes<br/>Compare/Contrast Chart<br/>Questions<br/>Written Responses<br/>Reading notebooks<br/>Vocabulary Center Work<br/>Power Points<br/>Center Activities</p> | <ul style="list-style-type: none"> <li>- Rubrics</li> <li>- Graphic Organizer</li> <li>- Journal entries</li> <li>- Exit ticket</li> <li>-Open ended responses</li> <li>-Unit Tests</li> <li>-Exit Tickets</li> <li>-Kahoot</li> </ul> |
| <p>NJSLSA.RF 3.4</p> <p>SWBAT read third grade text with purpose and understanding.</p> <p>SWBAT read third grade prose and poetry aloud correctly with accuracy, appropriate rate and expression.</p> <p>SWBAT use context clues, rereading, and self-correcting when reading a text.</p> | <p>Use accuracy and fluency to support comprehension when reading prose, poetry, grade-level texts, demonstrating appropriate voice and expression. Use context to self-correct/confirm understanding.</p> <p>As you and the students read poems throughout this unit, ask them choose words that they like to collect in their journals. Read aloud a poem such as “Daffodils” (William Wordsworth) several times, modeling fluent reading.</p> | <p>Poetry book</p> <p>Poetry Presentations</p>  | <p>Poetry Rubric</p> <p>Fluency rubric</p> <p>Reading notebooks</p>  |



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|  | <p>Choose an evocative word from the poem, because, for example, of the way it sounds or what it means. Every time the class reads a poem, either together or individually, give the students a few minutes to choose one or two words that they like and then use them in a sentence.</p> |  |  |
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### Unit 5 Overview At-a-Glance

#### **Unit #5 – Fables, Folktales and Myths**

##### **Unit Description:**

In this unit, Students will read fictional and non-fictional texts and novels exploring fables, folktales and myths. Students will learn to write narratives which develop real and imagined experiences using effective technique, descriptive details, and clear event sequences. Suggested writing genres include: Personal Narrative, Friendly Letter, Folktales, and Narrative Test Writing.

##### **Essential Skills:**

- Theme
- Compare and Contrast
- Character
- Setting
- Plot
- Moral/Lesson
- Story structure
- Conflict and resolutions
- Character and setting

- Friendly letter format

| <b>Standards Addressed within this Unit</b>   |  |
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| <p><b>Central Unit Standards-</b> This unit will focus primarily on learning goals aligned with the following standards:</p> <p>NJSLS RL3.2; NJSLSA.W3; NJSLSA.W4; NJSLSA.W5; NJSLSA.W10;</p> | <p><b>Supporting Unit Standards-</b> This unit will also include activities aligned with the following standards:</p> <p>NJSLS L3.4; NJSLSA.L4</p> |

| <b>Unit Details</b>   |  |
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| <p><b>Modifications for Special Education Students, English Language Learners, Students at Risk of Failure, and Gifted Students-</b> Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to: Students will write their own “Fractured Fairy Tale” from two different point of views.</p> <ul style="list-style-type: none"> <li>• Extended Time</li> <li>• Online access to the text with audio</li> <li>• Enrichment activities</li> <li>• Preferential / alternate seating</li> <li>• Rosetta Stone program</li> <li>• Audio versions of texts</li> <li>• Independent study</li> <li>• Additional graphic organizers and outlines</li> <li>• Targeted instruction during small group instruction with flexible grouping</li> </ul> | <p><b>Integration of 21<sup>st</sup> century skills through NJSLS 9 and Career Education:</b></p> <ul style="list-style-type: none"> <li>• Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.</li> <li>• Learning incorporates skills focusing on financial, economic, business, and entrepreneurial literacy.</li> <li>• Lessons integrate a focus on civic literacy so that students can better understand the rights and obligations of citizenship.</li> </ul> |
| <p><b>Assessments- including benchmarks, formative, summative, and alternative assessments</b></p>  | <p><b>Suggested Interdisciplinary Activities for this Unit</b></p> <p>Career Education</p>   |

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| <p>Beginning of Year</p> <ol style="list-style-type: none"> <li>1. NWEA scores</li> <li>2. District Approved Writing Prompt</li> <li>3. ELA CCC Reading Assessment</li> <li>4. Unit Tests</li> <li>5. Spelling Tests</li> <li>6. Grammar Tests</li> </ol> <p>Mid-Year</p> <ol style="list-style-type: none"> <li>1. District Approved Writing Prompt</li> <li>2. NWEA scores</li> <li>3. Unit Tests</li> <li>4. Spelling Tests</li> <li>5. Grammar Tests</li> </ol> <p>End of Year</p> <ol style="list-style-type: none"> <li>1. District Approved Writing Prompt</li> <li>2. NWEA scores</li> <li>3. ELA CCC Reading Assessment</li> <li>4. Unit Tests</li> <li>5. Spelling Tests</li> <li>6. Grammar Tests</li> </ol> | <p>Invite an author to come in to speak with the students about what he/she does.</p> <p>Health/PE<br/>Students will learn the difference between a run, trot, gallop and skip and complete races using all three.</p> <p>Math<br/>Students will learn how to read and follow the directions of a recipe.</p> <p>Science<br/>Students will be able to read compass direction to determine which way the wind is blowing.</p> <p>History/Social Studies<br/>Students will compare Lon Po Po (Chinese tale) to that of Little Red Riding Hood (American Tale). Students will discuss cultural differences as well.</p> <p>Writing<br/>Students will write descriptive essays, descriptive paragraphs and folktales.</p> <p>Technical Subjects Students will create their own folktale.</p> <p>World Languages Students will learn Latin roots of words and their meanings</p> |
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**Unit Resources**

Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support

struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

**Leveled Supplemental Materials and Media/School Library Resources**

- Tops and Bottoms
- The One Eyed Giant
- Aesops Fables
- The True Story of the Three Little Pigs
- Why Mosquitoes Buzz in People’s Ears
- Uncle Jed’s Barbershop by Margaree King Mitchell
- The Babe & I by David Adler
- Letters from the Campaign Trail: LaRue for Mayor by Mark Teague
- The Treasure by Uri Shulevitz
- Stone Soup by John J. Muth

**Integration of the Technology Standard**

**NJSLS 8.1**

- Compare and contrast video / audio with the printed articles
- Watch a YouTube video about the reading selection to build background knowledge
- Type open ended responses
- Create a power point
- Lesson on Hooking the Reader:
- <http://www.readwritethink.org/classroom-resources/lesson-plans/fishing-readers-identifying-writing-969.html>
- Compare and contrast video / audio of the reading topic to the author’s description
- Watch a YouTube video about the reading selection to build background knowledge
- Publish essay using computer

Unit #5 Targeted Instructional Planning to Address Central Unit Standards:

| <b>Central Unit Standard and Student Learning Objective</b>   | <b>Suggested Instructional Activities</b>   | <b>Suggested Student Output</b>  | <b>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</b>  |
|---|---|--|---|
| <p>NJSLSA.RL 3.2</p> <p>SWBAT identify characteristics of fables, folktales, and myths.</p> <p>SWBAT identify the moral, lesson or central message of the story</p> | <p>Lead a discussion with the students to introduce the genre of trickster tales, using questions such as these:<br/>           One of the types of folk stories handed down in cultures is a “trickster tale.” What root word do you hear in “trickster”? Have you ever played a trick on someone? Have you ever had a trick played on you?<br/>           Tell students that “trickster tales” are stories that involve playing tricks to solve problems and to make them even more interesting, that they are from different cultures. As students read, encourage them to think about characters and their traits. Remind them that the story is not just in the text but also in the illustrations. The illustrations help to tell the story and to give hints about the culture or origin. Use the following questions to guide discussions after they (or you)</p> | <p>Story Tests<br/>           Venn Diagrams<br/>           Graphic Organizers<br/>           Character Sketches<br/>           Post It Notes<br/>           Compare/Contrast Chart<br/>           Questions<br/>           Written Responses<br/>           Reading notebooks<br/>           Vocabulary Center Work<br/>           Power Points<br/>           Center Activities</p> | <p>- Rubrics<br/>           - Graphic Organizer<br/>           - Journal entries<br/>           - Exit ticket<br/>           -Open ended responses<br/>           -Unit Tests<br/>           -Exit Tickets<br/>           -Kahoot</p> |

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|  | <p>read the trickster stories. Eventually require students to answer these questions independently.</p> <p>Who is the trickster?<br/>Who is the fool who gets tricked?<br/>What was the problem in the story?<br/>How did the trick solve the problem? Think about what the message of the story might be and why these stories have been told for hundreds of years.</p>          |   |  |
| <p>NJSLSA.L4.</p> <p>SWBAT determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> | <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, care/careless, heat/preheat</i>).</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> | <p>Story Tests<br/>Venn Diagrams<br/>Graphic Organizers<br/>Character Sketches<br/>Post It Notes<br/>Compare/Contrast Chart<br/>Questions<br/>Written Responses<br/>Reading notebooks<br/>Vocabulary Center Work<br/>Power Points<br/>Center Activities</p> | <ul style="list-style-type: none"> <li>- Rubrics</li> <li>- Graphic Organizer</li> <li>- Journal entries</li> <li>- Exit ticket</li> <li>-Open ended responses</li> <li>-Unit Tests</li> <li>-Exit Tickets</li> <li>-Kahoot</li> </ul> |

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| <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | <p>Strategies for Writers<br/>TE pg. 2-121</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>Use temporal words and phrases to signal event order.</p> <p>Analyze student samples and Rubrics from Strategies for Writers.</p> <p>Provide a sense of closure.</p> | <p>- Participate in writer’s workshop peer revision and editing</p> | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer’s Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul> |
| <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>                    | <p>Teach mini lessons on:</p> <ul style="list-style-type: none"> <li>• Staying on Topic</li> <li>• Zooming in on a small moment</li> <li>• Revising to take out unimportant details.</li> <li>• Paragraphing</li> <li>• Choosing appropriate content for third grade.</li> </ul>   | <p>- Collaborative note- taking and think/pair/share evaluation</p> | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer’s Checklist</li> <li>• Writing Rubrics</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Voice of text is appropriate.</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul>  |
| NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  | <p>During each type of writing, students will use the steps of the writing process before publishing their work. Students will use a writing process check list to hand in with their writing pieces. Encourage students to revise their writing by Adding, Rearranging, Removing, or Replacing text.</p>  | Graphic Organizer Writer's Notebook Writing Process Checklist  | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer's Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul> |
| NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | <p>Students will build up writing stamina through practice timed writing prompts. Students will take a writing assessment using the same writing prompt three times during the school year. Prompts will be evaluated for strengths, weaknesses and growth as a writer. Quick Write – students will write for 3 to 5 minutes about something they are learning. It</p> | <ul style="list-style-type: none"> <li>-Informative/ explanatory writing pieces</li> <li>-Narrative pieces</li> <li>-Research pieces</li> <li>-Book reports</li> <li>-Timed writing</li> <li>-Journals</li> <li>-Open-ended responses</li> <li>-Prompt writing</li> <li>-Compare and contrast writing</li> </ul> | <ul style="list-style-type: none"> <li>• Holistic scoring rubric</li> <li>• Completed Writing Assignments</li> <li>• Completed homework</li> <li>• Completed class work assignment(s)</li> <li>• Writer's Checklist</li> <li>• Writing Rubrics</li> <li>• Project(s) /Presentation(s)</li> <li>• Quiz(zes)/Test(s)</li> <li>• Class Participation</li> <li>• Teacher Observation</li> </ul> |



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|  | can be used in the beginning, middle or end of a lesson. You can give an open-ended statement as a prompt. |  |  |
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