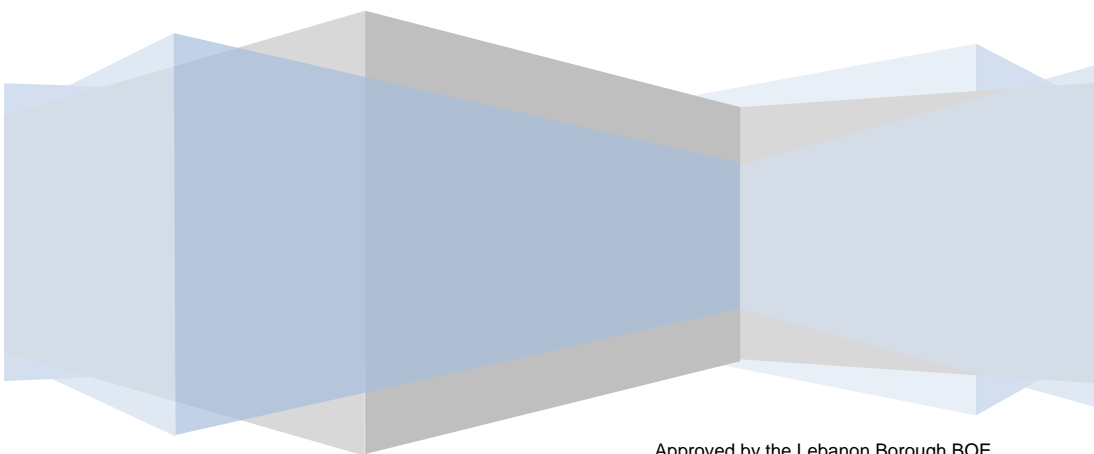


Lebanon Borough Public School

English Language Arts

Curriculum Guide

Grade 3



Approved by the Lebanon Borough BOE
December 10, 2020/Revised:

English Language Arts

Introduction

The Lebanon Borough School believes in celebrating the rich history of community partnerships created through sharing of services with neighboring school systems in Hunterdon County. This ensures a consistent, high quality instruction for all learners. The English Language Arts curriculum is built upon this belief by incorporating the Common Core ELA Grade Level Standards within the components of a balanced literacy framework. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

The standards below are overarching. While these standards may not appear specifically in any unit, they are the collective goals of all units.

By the end of Grade 3 English Language Arts, students in the Lebanon Borough Public School:

- *Can read and comprehend grade level fiction texts. (RL.3.10)*
- *Can read and comprehend grade level informational texts. (RI.3.10)*
- *Can use word study and phonics skills to decode words. (RF.3.3)*
- *Can comprehend while reading with accuracy and fluency. (RF.3.4)*
- *Can read with purpose and understanding. (RF.3.4a)*
- *Can read aloud with accuracy, fluency and expression. (RF.3.4b)*
- *Can write with purpose. (W.3.4)*
- *Can write over different time frames for various purposes and audiences. (W.3.10)*
- *Can participate collaboratively in a variety of discussions. (SL.3.1)*
- *Can speak in complete sentences to provide clarification (SL.3.6)*
- *Can use grammar correctly in my writing and speaking. (L.3.1)*
- *Can use correct capitalization, punctuation and spelling when writing. (L.3.2)*
- *Can use what I know about language when writing, speaking, reading or listening. (L.3.3)*
- *Can choose words and phrases to change the meaning of my writing. (L.3.3a)*
- *Can recognize the differences between spoken and written language. (L.3.3b)*
- *Can learn and use conversational, academic and subject specific vocabulary and can use words that show time and place. (L.3.6)*
- *Can write legibly in cursive.*

English Language Arts

Lebanon Borough Public School Instructional Unit					
Content:	English Language Arts – Reading			Grade:	3
Trimester:	1	Unit Title:	Establishing the Literacy Classroom	Pacing:	3 weeks
ESSENTIAL QUESTION					
• How do I become an active reader?					
TARGET STANDARDS					
ELA NJSLS	I Can...				
RL.3.1	Ask and answer questions about a text I have read Look back at the text to find answers				
RL.3.2	Retell stories using details and use them to understand the main idea				
RL.3.7	Explain how the illustrations support the text				
SL.3.1a	Prepare for discussions and use the information to explore and discuss a topic				
SL.3.1b	Follow the rules for discussions				
SL.3.1c	Ask questions to understand the topic				
SL.3.1d	Relate to other people’s ideas and express my own				
RL.3.5	Use proper terms to name parts of text, Describe how the parts build upon each other				
RF.3.4	Read aloud with accuracy, fluency, and expression				
L.3.5	Understand word relationships and differences in word meanings				
L.3.5a	Tell the difference between the literal and non-literal meanings of words and phrases				
INSTRUCTIONAL PROGRESSION					
Weekly Plan	Anchor Selection	Must Do Routines	Must Do	Evidence of Learning	Vocabulary
During Week 1 Focus: Establish Expectations and Routines	<u>When Charlie McButton Lost Power</u> By Suzanne Collins <u>The Day the Crayons Quit</u> by Drew Daywalt. <u>Chrysanthemum</u> by Kevin Henkes	<ul style="list-style-type: none">Begin assessment to establish reading and writing levels<ul style="list-style-type: none">Focus on new studentsFocus on lowest and highest reading levels from 2nd grade EOY DIBELSEstablish classroom environment (leveled library, space for word wall, whole group meeting area, small group area, materials and supplies)Develop reading and writing	1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none">Vocabulary – pertaining to classroom routines and launchingEstablish expectations and routines and launchingStart Poems of the Month – use for fluency, and proper terminology (i.e. stanza)	Exit Slips/Post it work (Interactive reading notebook, written or drawn notes as appropriate) <ul style="list-style-type: none">Vocabulary Post ItsPost its in books reflecting lessons teaching pointsClass discussion surrounding read aloud illustrationsTeacher observation of	Conference mini-lesson routine transition fluency expression poem stanza 3.ela.T1.R1
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English Language Arts

		routines (transitions, independent work, use of materials, reading log) <ul style="list-style-type: none"> ○ Transitions ○ Independent work ○ Use of materials (book---bins, post its, books) ○ Reading log ○ Interactive Readers notebook/journal 	3. Shared Reading 4. Guided Reading 5. Independent Reading <ul style="list-style-type: none"> • Model how to use and care for materials (book---bins, post---its, books) appropriately and independently 6. Confer with students 7. Response to Text 8. Foundational Skills 9. Word Study <ul style="list-style-type: none"> • Beginning of Year Spelling Assessment 10. Vocabulary <ul style="list-style-type: none"> • Vocabulary from launching as listed 11. Closure/ Share/ Reflection	student fluency and correct use of poetry terminology	
<i>During Week 2</i> <i>Focus: Continue with Expectations and Routines</i>	<u>What About Me</u> By Ed Young	<ul style="list-style-type: none"> • Begin reading and writing lessons (whole/small/whole) <ul style="list-style-type: none"> ○ Introduce Good / Better / Best post its ○ Responding to texts – daily • Continue assessment <ul style="list-style-type: none"> ○ Focus on new students ○ Focus on lowest and highest reading levels from 2nd grade EOY DIBELS ○ Begin conferring with students daily – each student once a week ○ Create spelling groups based on spelling assessment from week 1 • Continue routines (reading and writing goals, how to find just right book, book shop) <ul style="list-style-type: none"> ○ Rules and Expectations for partner talks ○ Partner reading at least 1x 	1. Read Aloud 2. Direct Instruction (<i>mini---lessons, guided reading</i>) <ul style="list-style-type: none"> • Introduce Good / Better / Best post its • Why post---its? -way to record our thinking while reading • Model how to retell a story including important details • Discuss the purpose of illustrations in text – how illustrations support the text • Responding to texts – daily • Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) 3. Shared Reading 4. Guided Reading	Anchor Chart: <ul style="list-style-type: none"> • Good Post it – Big Thought ie. I like this part • Better Post it – Big thought with evidence from the text • Best Post it – Big thought with evidence from the text, and a “this shows that” statement • Retell stories including details • Continued observation (of class discussion/reading groups/conference s) for 	evidence text stop and jot turn and talk partner reading expectations

English Language Arts

		<ul style="list-style-type: none"> per week ○ Reading goals for the year ○ How to find just right ○ Shopping for books ○ Continue encouraging post it work ○ Independent reading 	5. Independent Reading <ul style="list-style-type: none"> • Discuss how to find a just right book • Shopping for books • Stamina – ways to read longer and deeper • Set reading goals 6. Confer with students <ul style="list-style-type: none"> • Establish routines/structure for conferring with students 7. Response to Text <ul style="list-style-type: none"> • Record thoughts during independent reading • Use recorded thoughts for partner reading/share time 8. Foundational Skills 9. Word Study 10. Vocabulary 11. Closure/ Share/ Reflection	understanding how illustrations help support text <ul style="list-style-type: none"> • Follow routines and expectations during independent reading time • Reading goals are set • Teacher observation of student fluency and correct use of poetry terminology 	
During Week 3 Focus: Establish Routines	<u>Kumak's Fish</u> By Michael Bania	<ul style="list-style-type: none"> • Responding to reading (turn and talk, stop and jot, notebook entry) <ul style="list-style-type: none"> ○ Continue encouraging post it work --- Good/Better/Best post its ○ Continue to encourage daily text responses ○ Introduce reading log in class ○ Introduce reading log homework (Monday to Monday) • Solidifying routines <ul style="list-style-type: none"> ○ Partner reading at least 1x per week ○ Independent reading ○ Language Study (spelling) ○ Work on Writing (good 	1. Read Aloud 2. Direct Instruction (<i>mini---lessons, guided reading</i>) <ul style="list-style-type: none"> • Solidify routines and expectations • Using post---its to record questions that come to my mind as I read • <i>Answering</i> the questions I have while reading makes me an active reader • Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) 3. Shared Reading 4. Guided Reading 5. Independent Reading 6. Confer with students	<ul style="list-style-type: none"> • Continue with Good/Better/ Best Anchor Chart • Ask and answer questions while reading • Use reading logs and/or notebooks to record • Continued observation (of class discussion/reading groups/conference s) for understanding how illustrations help support text 	evidence text stop and jot turn and talk partner reading expectations

English Language Arts

		better best post it work) <ul style="list-style-type: none"> ○ Guided Reading Group with teacher • Continue assessment <ul style="list-style-type: none"> ○ Focus on new students ○ Focus on lowest and highest reading levels from 2nd grade EOY DIBELS ○ Continue conferencing with students at least 1x per week • Working on independence 	<ul style="list-style-type: none"> • Continue establishing routines/structure for conferring 7. Response to Text <ul style="list-style-type: none"> • Introduce reading logs • Introduce reading notebook • Continue to encourage daily text responses (post---its, notebook entry 8. Foundational Skills 9. Word Study Begin Spelling Group: Work Focus Skills <ul style="list-style-type: none"> * word families * position-based spellings * syllable patterns * ending rules, • * meaningful word parts 10. Vocabulary 11. Closure/ Share/ Reflection <ul style="list-style-type: none"> • What does it mean to be an active reader in our class? 	<ul style="list-style-type: none"> • Teacher observation of student fluency and correct use of poetry terminology • Use reading logs and/or reading notebooks appropriately 	
DIFFERENTIATION					
Studyisland.com Small group instruction Differentiated skills/center activities RazKids.com					
RESOURCES					
The Amistad Commission’s Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf					
ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY					
21 st Century/ Interdisciplinary Themes: Bold all that apply			21 st Century Skills: Bold all that apply		
1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy			1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration		
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English Language Arts

4. Health Literacy 5. Environmental Literacy	4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 7. Life & Career Skills
Technology Infusion: Raz-Kids for leveled reading practice Google Classroom Seesaw Journal Pearson Reading Street App and website Smart Board interactive lessons/ Smart Exchange ELA iPad – applications: lesson based/differentiated as needed http://commoncore.org/maps/index.php/	

English Language Arts

Lebanon Borough Public School Instructional Unit					
Content:	English Language Arts – Writing			Grade:	3
Trimester:	1	Unit Title:	Establishing the Literacy Classroom	Pacing:	3 weeks
ESSENTIAL QUESTION					
<ul style="list-style-type: none">How can I express myself clearly to others through writing?					
TARGET STANDARDS					
ELA NJSLS	I Can...				
W3.3a	Introduce readers to a situation and characters and organize events in a story				
W3.3b	Use dialogue and good descriptions to develop the characters and events in a story				
W3.3c	Use words and phrases to show the order of events				
W3.3d	Write a conclusion				
W3.5	Plan, revise, and edit my writing				
	Write legibly in cursive				
INSTRUCTIONAL PROGRESSION					
Weekly Plan	Anchor Selections	Must Do Routines	Must Do	Evidence of Learning	Vocabulary
<i>During Week 1</i> <i>Expectations and Routines</i>	<u>I Wanna Iguanna</u> By Karen Orloff	<ul style="list-style-type: none">Independent WritingWriting On Demand – NarrativeEstablish classroom environment<ul style="list-style-type: none">Space for word wallWhole group meeting areaSmall group areaMaterials and suppliesDevelop writing routines<ul style="list-style-type: none">Direct InstructionTransitionsIndependent work--daily writing practice to get back in the routine (based on a discussion, a prompt, picture)Writers notebook/journalBegin conferring with studentsGive spelling inventory	<ol style="list-style-type: none">Read AloudDirect Instruction (<i>mini---lessons and guided writing</i>)<ul style="list-style-type: none">Understanding writing routines (expectations during instruction and independent work) and tools (paper, folders, pencils, erasers)Generating ideas for narrative writing/capturing story ideasShared Writing/Interactive WritingIndependent WritingConfer with studentsConventions, grammar, languageFoundational Skills	<ul style="list-style-type: none">Daily notebooks looking for evidence of quality writing/MechanicsList/state topics for story ideas	Conference mini---lesson routine transition

English Language Arts

			8. Closure/ Share/ Reflection		
<p><i>During Week 2</i></p> <p><i>Continue with Expectations and routines</i></p>	<p>Prudy's Problem</p> <p>By Carey Armstrong</p>	<ul style="list-style-type: none"> Continue developing routines for writing lessons. Direct instruction 5x per week (ongoing) <ul style="list-style-type: none"> whole/small/whole with closure mini-lessons guided writing groups Daily independent daily writing (ongoing) Begin Conferring with Students---daily---each student once a week (ongoing) Pull groups based on first weeks assessment of daily writing. <ul style="list-style-type: none"> Capitalization Grammar Punctuation Establish Writing Partnerships or Work Partners <ul style="list-style-type: none"> Rules and Expectations for partner talks Partner---share at least 1x per week (ongoing) Establish structure and routines for teaching cursive Continue routines <ul style="list-style-type: none"> Writing goals for the year 	<ol style="list-style-type: none"> Read Aloud Direct Instruction (<i>mini---lessons and guided writing</i>) <ul style="list-style-type: none"> Stretching out a small moment Use words and phrases to show order of events (first, after that, soon after, next, few minutes later, etc.) Making a plan (sketching, developing beginning, middle, and end) Strategies when faced with problems (spelling of unknown words) Writing longer/building stamina Shared Writing/Interactive Writing Independent Writing Confer with students <ul style="list-style-type: none"> Begin establishing structure and routines for conferring Conventions, grammar, language Foundational Skills <ul style="list-style-type: none"> Begin cursive Closure/Share/Reflection 	<ul style="list-style-type: none"> Daily notebooks looking for evidence of quality writing / mechanics Have strategies for spelling unknown words Include a beginning, middle, and end in plans Use words and phrases to show order of events Work with partners by sharing writing and goals 	<p>capitalization grammar punctuation goals</p>
<p><i>During Week 3</i></p> <p><i>Solidify Expectations and routines</i></p>	<p>Fireflies by Julie Brinckloe</p>	<ul style="list-style-type: none"> Routines for writing lessons <ul style="list-style-type: none"> Begin generating ideas for Personal Narrative Whole/small/whole with closure Continue to pull groups based on assessment of daily writing Routines by end of week should be established Establish structure and routines for 	<ol style="list-style-type: none"> Read Aloud Direct Instruction (<i>mini---lessons and guided writing</i>) <ul style="list-style-type: none"> How writing is a process Add dialogue and descriptions Rereading to check for meaning and clarity Rereading to edit (writer and reader, capitals, 	<ul style="list-style-type: none"> Use writing time effectively Have 3---4 personal narratives written Dialogue is included Some descriptions 	<p>personal narrative</p>

English Language Arts

		teaching cursive	<p>punctuation, finger spaces)</p> <ul style="list-style-type: none">• Creating strong beginnings and endings <p>3. Shared Writing/Interactive Writing</p> <p>4. Independent Writing</p> <p>5. Confer with students</p> <p>6. Conventions, grammar, language</p> <p>7. Foundational Skills</p> <ul style="list-style-type: none">• Routines for teaching cursive – Continue throughout year <p>8. Closure/Share/Reflection</p> <ul style="list-style-type: none">• How has our class grown as a community of writers?	<p>added</p> <ul style="list-style-type: none">• Reread for meaning, clarity, and to check for capitals, punctuations, readability• Include dialogue• Beginning and end of stories are varied• Daily notebooks looking for evidence of ideas for personal narrative	
DIFFERENTIATION					
RESOURCES					
ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY					
21st Century/ Interdisciplinary Themes: Bold all that apply			21st Century Skills: Bold all that apply		
<p>1. Global Awareness</p> <p>2. Financial, Economic, Business and Entrepreneurial Literacy</p> <p>3. Civic Literacy</p> <p>4. Health Literacy</p> <p>5. Environmental Literacy</p>			<p>1. Creativity & Innovation</p> <p>2. Critical Thinking & Problem Solving</p> <p>3. Communication & Collaboration</p> <p>4. Media Literacy</p> <p>5. Information Literacy</p> <p>6. Information, Communication & Technology</p> <p>7. Life & Career Skills</p>		
Technology Infusion:					
Pearson Reading, Learn360, Razkids.com for leveled reading practice, iPad applications, Google Classroom, Seesaw Journal					

English Language Arts

Lebanon Borough Public School Instructional Unit					
Content:	English Language Arts – Reading		Grade:	3	
Trimester:	1	Unit Title:	Building Fiction Knowledge	Pacing:	4-5 weeks
Smart Solutions: ESSENTIAL QUESTION					
• How do I interact with texts?					
TARGET STANDARDS					
ELA NJSLS	I Can Statement				
RL.3.4	Figure out the meanings of words and phrases in a story, Separate literal from non-literal language				
RL.3.5	Use proper terms to name parts of a text, Describe how the parts build on each other				
RL.3.1	Ask and answer questions about a text I have read, Look back at the text to find answers				
RL.3.2	Retell stories using details and use them to understand the main idea				
L.3.4	Use strategies to figure out the meanings of unfamiliar words and phrases				
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase				
L.3.4b	Figure out the meaning of a word that has an added prefix or suffix				
L.3.4c	Use what I know about a root word to figure out the meaning of a new word with the same root				
L.3.4d	Use glossaries and dictionaries to learn about unfamiliar words and phrases				
RF.3.4	Comprehend while reading with accuracy and fluency				
RF.3.4a	Read with purpose and understanding				
RF.3.4b	Read aloud with accuracy, fluency, and expression				
RF.3.4c	Use context clues or reread text to correctly read and understand unfamiliar words				
SL.3.2	Tell the main idea				
RL.3.5	Use proper terms to name parts of text, Describe how the parts build upon each other				
L.3.5	Understand word relationships and differences in word meanings				
L.3.5a	Tell the difference between the literal and non-literal meanings of words and phrases				
L.3.2g	Consult reference materials, including beginning dictionaries as needed to check and correct spelling				
L.3.4d	Use glossaries and dictionaries to learn about unfamiliar words and phrases				
INSTRUCTIONAL PROGRESSION					
Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary	
During Week 1	<u>Come on, Rain!</u>	1. Read Aloud: Determine the Beginning, Middle and End of <u>Come On, Rain!</u> 2. Direct Instruction (<i>mini-lessons, guided reading</i>)	• Using the same Graphic Organizer used in Personal Narratives apply to read aloud text <u>Come On, Rain!</u> ○ First, next, then, last	character introduction setting problem/situation	
Structure	Begin	• Strategies for tackling new vocabulary (unfamiliar			

English Language Arts

<i>of Fiction and Word Solving Strategies</i>	Chapter Book Read---aloud: <u>Because of Winn---Dixie</u>	<ul style="list-style-type: none"> or tricky words) in a text • Use context clues to figuring out unfamiliar words • Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) <ol style="list-style-type: none"> 3. Shared Reading 4. Guided Reading <ul style="list-style-type: none"> • Establish Guided Reading Groups from assessments/ Begin meeting with Guided Reading Groups <ul style="list-style-type: none"> ○ Lowest Reading Levels 3x per week ○ On Grade Reading Levels 2x per week ○ Above Grade Reading Levels 1-2x per week 5. Independent Reading 6. Confer with students 7. Response to Text 8. Foundational Skills 9. Word Study <ul style="list-style-type: none"> • Spelling 10. Vocabulary 11. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> ○ Beginning, Middle, End ○ Story Map <ul style="list-style-type: none"> • Have strategies for solving words • Anecdotal records taken during Guided Reading Groups • Spelling Assessments • Teacher observation of student fluency and correct use of poetry terminology 	resolution/ conclusion word sorts
<i>During Week 2</i> <i>Structure of Fiction and Word Solving Strategies Cont'd</i>	<u>Come on, Rain!</u> Continue Chapter Book Read---aloud: <u>Because of Winn---Dixie</u>	<ol style="list-style-type: none"> 1. Read Aloud: Determine the main idea and details from <u>Come On, Rain!</u> 2. Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> • Noticing new vocabulary or tricky words when reading and what to do • Continue with word solving strategies <ul style="list-style-type: none"> ○ Use dictionary to learn unfamiliar words • Using previous weeks read aloud, find qualities of good writing (SADD) in text. <ul style="list-style-type: none"> ○ Setting ○ Action ○ Dialogue ○ Descriptive Words 3. Shared Reading 4. Guided Reading Groups <ul style="list-style-type: none"> ○ Lowest Reading Levels 3x per week ○ On Grade Reading Levels 2x per week ○ Above Grade Reading Levels 1-2x per week <ul style="list-style-type: none"> • Introduce Vocabulary Section of Readers Notebook • Continue Poem of the Week/Month – use for 	<ul style="list-style-type: none"> • Post---its for any new vocabulary or tricky words <ul style="list-style-type: none"> ○ Parking lot by word wall ○ Share, discover and report with partner on meanings of new words • Identify setting, action, dialogue, and descriptive words in books read • New words added to readers notebook vocabulary section • Spelling Assessments • Teacher observation of student fluency and correct use of poetry terminology 	alphabet fluency guide words parking lot dictionary character introduction setting problem/situation resolution/conclusion word sorts

English Language Arts

		<p>fluency, and proper terminology (i.e. stanza)</p> <ol style="list-style-type: none"> Independent Reading Confer with students Response to Text Foundational Skills Word Study <ul style="list-style-type: none"> Spelling Begin dictionary skills lesson (digital and print) <ul style="list-style-type: none"> Alphabet Fluency Guide Words Vocabulary: Continue working with strategies for tackling new vocabulary (unfamiliar or tricky words) in a text Closure/ Share/ Reflection 		
<p><i>During Week 3</i></p> <p><i>Building on the Structure of Fiction Texts</i></p>	<p><u>Fireflies!</u> continued. Continue Chapter Book Read-aloud: <u>Because of Winn-Dixie</u></p>	<ol style="list-style-type: none"> Read Aloud: Using G/O from previous week and Read Aloud <u>Fireflies</u>, determine how each section of a text builds upon the last using appropriate terminology Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> Discuss parts of stories and how it builds Ask literal questions about the book while reading, as well as answer the questions Introduce Vocabulary Section of Readers Notebook Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) Shared Reading Guided Reading Groups. <ul style="list-style-type: none"> Lowest Reading Levels 3x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week Independent Reading Confer with students Response to Text Foundational Skills Word Study <ul style="list-style-type: none"> Spelling Continue Dictionary Skills <ul style="list-style-type: none"> Using dictionaries to find word definitions Using dictionaries to find accurate spellings 	<ul style="list-style-type: none"> In Guided Reading groups, assess students through discussions of texts read together at the students instructional level on how each section of a text builds upon the last Use Reading Notebook to record new vocabulary words Be able to recognize unfamiliar words and have strategies to solve them Ask and answer literal questions regarding story Spelling Assessments Teacher observation of student use of dictionary skills Teacher observation of student fluency and correct use of poetry terminology 	<p>beginning middle end alphabet fluency guide words parking lot dictionary character introduction setting problem/situation resolution/conclusion word sorts</p>

English Language Arts

		10. Vocabulary 11. Closure/ Share/ Reflection		
During Week 4 Putting it all Together	Fireflies! Finish Chapter Book Read--- aloud: Because of Winn---Dixie	<ol style="list-style-type: none"> Read Aloud: Determine the Main Idea and details from Fireflies! Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> Using G/O from previous week and Read Aloud Because of Winn---Dixie determine how each section of a text last using appropriate terminology (see vocabulary words) Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) Shared Reading Guided Reading <ul style="list-style-type: none"> Lowest Reading Levels 3x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week Independent Reading Confer with students Response to Text Foundational Skills Word Study <ul style="list-style-type: none"> Spelling Vocabulary Closure/ Share/ Reflection <ul style="list-style-type: none"> How can knowing the parts of books help me understand stories better? 	<ul style="list-style-type: none"> In Guided Reading groups, assess students through discussions of texts read together at the students instructional level on how each section of a text builds upon the last Point out characters, introduction, setting, problem/situation, resolution/conclusion Spelling Assessments Teacher observation of student fluency and correct use of poetry terminology 	chapter beginning middle end alphabet fluency guide words parking lot dictionary character introduction setting problem/situation resolution/conclusion word sorts
DIFFERENTIATION				
Respectful tasks based on readiness, ability, interests, and learning profile <ul style="list-style-type: none"> Utilize project-based learning for greater depth of knowledge Modified learning environment: student-centered learning, independence, openness, complexity, groups varied Tiered Interventions following I&RS framework 				
RESOURCES				
The Amistad Commission's Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf				
Amistad System: www.njamistadcurriculum.net				
ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY				
21st Century/ Interdisciplinary Themes: Bold all that apply		21st Century Skills: Bold all that apply		

English Language Arts

<ol style="list-style-type: none">1. Global Awareness2. Financial, Economic, Business and Entrepreneurial Literacy3. Civic Literacy4. Health Literacy5. Environmental Literacy	<ol style="list-style-type: none">1. Creativity & Innovation2. Critical Thinking & Problem Solving3. Communication & Collaboration4. Media Literacy5. Information Literacy6. Information, Communication & Technology7. Life & Career Skills
Technology Infusion:	
iPad application for ELA standards RazKids.com for leveled reading practice Google Classroom Seesaw Journal Readworks.org	

English Language Arts

Lebanon Borough Public School Instructional Unit					
Content:	English Language Arts – Writing		Grade:	3	
Trimester:	1	Unit Title:	Narrative Writing	Pacing:	4–5 weeks
ESSENTIAL QUESTION					
• How can I explain an experience I have had through writing?					
TARGET STANDARDS					
ELA NJSLS	I Can ...				
W.3.3	Write a narrative text				
W.3.3a	Introduce readers to a situation and characters and organize events in a story				
W.3.3b	Use dialogue and good descriptions to develop the characters and events in a story				
W.3.3c	Use words and phrases to show the order of events				
W.3.3d	Write a conclusion				
W.3.5	Plan, revise, and edit my writing				
W.3.6	Use technology to create, publish, and share my writing				
L.3.1b	Form and use regular and irregular plural nouns				
L.3.1c	Use abstract nouns, e.g. childhood				
L.3.1d	Form and use regular and irregular verbs				
L.3.1e	Form and use the simple verb tenses, e.g. I walked, I walk, I will walk				
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement				
L.3.2a	Correctly capitalize words in titles				
L.3.2c	Use commas and quotation marks in dialogue				
	Write legibly in cursive				
INSTRUCTIONAL PROGRESSION					
Weekly Plan	Anchor Selection	Must Do (Add focus and link to standards)	Suggested Evidence of Learning	Vocabulary	
By end of Week 1	<u>My Rows and Piles of Coins</u> By Tololwa Mollel Examples of student/adult written narrative writing	1. Read Aloud	• Complete plan for writing using a graphic organizer • Draft story with a clear beginning, middle, and end • Effective use of time during writing	Character introduction setting problem/situation Resolution/conclusion	
Beginning Personal Narratives		2. Direct Instruction (<i>mini--lessons, guided writing</i>) <ul style="list-style-type: none">Choose story idea for Personal NarrativePlan for story using a graphic organizer that shows...<ul style="list-style-type: none">First, next, then, lastBeginning, middle, endStory map 3. Shared Writing/ Interactive Writing			
		4. Independent Writing			

English Language Arts

		5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> Review nouns (plurals and abstract) and verbs (plurals, tenses, agreement) 7. Foundational Skills <ul style="list-style-type: none"> Continue cursive 8. Closure/ Share/ Reflection		
<i>During Week 2</i> <i>Looking Closer at Personal Narratives</i>	<u>Tops and Bottoms</u> By Janet Stevens Examples of student/adult written narrative writing	1. Read Aloud 2. Direct Instruction (<i>mini---lessons, guided writing</i>) <ul style="list-style-type: none"> Draft personal narrative (single period) Review words/phrases showing order of events Include characters and situation in beginning Revise looking for qualities of good writing (SADD) <ul style="list-style-type: none"> Setting Action Dialogue (commas and quotation marks) Descriptive words Notice whether parts of story are building upon each other (tie to reading) 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language <ul style="list-style-type: none"> Punctuation of dialogue 7. Foundational Skills <ul style="list-style-type: none"> Continue cursive 8. Closure/ Share/ Reflection	<ul style="list-style-type: none"> Student drafts, including revisions focusing on SADD Words/phrases showing order of events are used Stories include characters and explain situations Begin using quotation marks and commas in dialogue appropriately 	character introduction setting problem/situation resolution/conclusion revising editing
<i>During Week 3</i> <i>Revising Personal Narratives and the Writing</i>	<u>Come On, Rain!</u> by Karen Hesse Examples of student/adult written narrative writing	1. Read Aloud 2. Direct Instruction (<i>mini---lessons, guided writing</i>) <ul style="list-style-type: none"> Revise lead with mentor text Revise ending with mentor text Review story to ensure a balance of qualities of good writing (SADD) 	<ul style="list-style-type: none"> Work in progress Leads and endings are varied Qualities of good writing are evident Nouns and verbs are in agreement Titles are capitalized 	character introduction setting problem/situation resolution/conclusion revising editing

English Language Arts

Process		<ul style="list-style-type: none"> Discuss the Writing Process <ol style="list-style-type: none"> Shared Writing/ Interactive Writing Independent Writing Confer with students Conventions, grammar, language <ul style="list-style-type: none"> Capitalization of titles Check that nouns and verbs are in agreement Foundational Skills <ul style="list-style-type: none"> Continue cursive Closure/ Share/ Reflection 		
During Week 4 Publishing Personal Narratives	<u>Rocks in His Head</u> by Carol Otis Hurst Examples of student/adult written narrative writing	<ol style="list-style-type: none"> Read Aloud Direct Instruction (<i>mini--lessons, guided writing</i>) <ul style="list-style-type: none"> Publish Final copy of Personal Narrative Allow students to type their final copies to demonstrate their keyboarding abilities or to handwrite the final version Emphasis on correct use of qualities of good writing How to share stories with peers/partners Shared Writing/ Interactive Writing Independent Writing Confer with students Conventions, grammar, language Foundational Skills <ul style="list-style-type: none"> Continue cursive Closure/ Share/ Reflection 	<ul style="list-style-type: none"> Published Personal Narratives--- (handwritten or typed) Effective sharing process in place (students share with partners, groups, or whole class; students are engaged during sharing of writing by offering comments/suggestions for improving writing, etc.) 	publish
DIFFERENTIATION				
Write-About-it! iPad app, writing tasks based on readiness, ability, interests, and learning profile				
RESOURCES				
read-write-think.org				
readworks.org				
smartexchange.com				
ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY				
21st Century/ Interdisciplinary Themes: Bold all that apply		21st Century Skills: Bold all that apply		
<ol style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy 		<ol style="list-style-type: none"> Creativity & Innovation Critical Thinking & Problem Solving 		

English Language Arts

3. Civic Literacy 4. Health Literacy 5. Environmental Literacy	3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 7. Life & Career Skills
Technology Infusion:	
Pearson Reading, Learn360, Razkids.com for leveled reading practice, iPad applications for ELA standards, Smarttech exchange Word document/Google docs/Students type final version, Google Classroom, Seesaw Journal	

Beginning

English Language Arts

Name _____

Date _____

Story Map

Middle

End

1. First...

3. Then...

English Language Arts

Name _____

Date _____

2. Next...

4. Last ...

English Language Arts

Lebanon Borough Public School Instructional Unit				
Content:	English Language Arts – Reading		Grade:	3
Trimester:	1	Unit Title:	Building Non-Fiction Knowledge	Pacing: 4-5 weeks
ESSENTIAL QUESTION				
• How do structures help me make meaning in a text?				
TARGET STANDARDS				
ELA NJSLS	I Can...			
RI 3.4	Figure out the meaning of words and phrases in informational text			
RI 3.5	Use text features to locate important information			
RI 3.7	Use text and visuals to help me understand a topic			
RI 3.1	Ask and answer questions about an informational text. Look back at the text to find my answers			
RI 3.2	Tell the main idea and supporting details of a text			
L.3.4	Use strategies to figure out the meanings of unfamiliar words and phrases			
L.3.4a	Use sentence level context as a clue to meaning of a word or phrase			
L.3.4b	Figure out the meaning of a word that has an added prefix or suffix			
L.3.4c	Use what I know about a root word to figure out the meaning of a new word with the same root			
L.3.4d	Use glossaries or beginning dictionaries to determine the meaning of key words and phrases			
RF.3.4	Comprehend while reading with accuracy and fluency			
RF.3.4a	Read with purpose and understanding			
RF.3.4b	Read aloud with accuracy, fluency, and expression			
RF.3.4c	Use context clues or reread text to correctly read and understand unfamiliar words			
SL.3.3	Ask and answer questions about the supporting details			
RL.3.5	Use proper terms to name parts of text. Describe how the parts build upon each other			
RF.3.4	Read aloud with accuracy, fluency, and expression			
L.3.5	Understand word relationships and differences in word meanings			
L.3.5a	Tell the difference between the literal and non-literal meanings of words and phrases			
INSTRUCTIONAL PROGRESSION				
Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary
By the End of Week 1	<u>National Geographic Kids Deadliest</u>	1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none">Decide on a “read to learn” journey that matches what they will be writing about.	<ul style="list-style-type: none">Locate, identify, define and state the importance of different non-fiction text features taught.Identify and record the main idea	table of contents index glossary heading

English Language Arts

Using text features to locate important information	Animals by Melissa Stewart	<ul style="list-style-type: none"> How to use text features to locate information in an informational text. Text features should include but are not limited to: Table of Contents, Indexes, Glossary, Headings, Subheadings, Photographs (captions, labels), Maps, Charts, Diagrams Use context clues to determine word meaning Identify and share the main idea and supporting details of a text Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) <ol style="list-style-type: none"> Shared Reading Guided Reading <ul style="list-style-type: none"> Lowest Reading Levels 3-5x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week. Independent Reading Confer with students Response to Text Foundational Skills Word Study Vocabulary Closure/Share/Reflection 	<p>and supporting details in text (graphic organizer, boxes and bullet format, etc.)Note: boxes and bullets organizer included Informational Writing unit</p> <ul style="list-style-type: none"> Share main idea and supporting details with partner Show evidence of asking questions beyond the text read aloud. Teacher observation of student fluency and correct use of poetry terminology. 	subheading caption label chart diagram
By the End of Week 2 Figuring out the meaning of words and phrases in informational text	Continue with National Geographic Kids Deadliest Animals By Melissa Stewart	<ol style="list-style-type: none"> Read Aloud Direct Instruction: (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> Navigating Vocabulary Based Text. Features should include but are not limited to: bolded words, italicized words, parenthesis, underlining, font changes, Pop outs Identify specific words used in informational text Model how to figure out the meaning of words and phrases Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) Shared Reading Guided Reading <ul style="list-style-type: none"> Lowest Reading Levels 3-5x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week. 	<ul style="list-style-type: none"> Locate, identify and define vocabulary based text features. Identify words and phrases used in informational text Determine meaning of words and phrases Teacher observation of student fluency and correct use of poetry terminology. 	topic / main idea bold italicize parenthesis font table of contents index glossary heading subheading caption label chart diagram

English Language Arts

		5. Independent Reading 6. Confer with students 7. Response to Text 8. Foundational Skills 9. Word Study 10. Vocabulary <ul style="list-style-type: none"> Based on text features learned during modeling, identify and define key vocabulary within independent books 11. Closure/Share/Reflection		
<i>By the End of Week 3</i> <i>Ask and answer questions about an informational text and look back at the text to find my answers</i>	Penguin Chick By Betty Tatham Other informational text Amazing Birds' Nests By Luke Bergeson	1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> How to pose questions when reading text How to respond to questions based on text generated from my teacher, peers, me or author Model how to use text to look back to find answers to questions Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) 3. Shared Reading 4. Guided Reading 5. Independent Reading 6. Confer with students 7. Response to Text 8. Foundational Skills 9. Word Study 10. Vocabulary 11. Closure/ Share/ Reflection	<ul style="list-style-type: none"> Generate questions based on informational text read aloud and independent text Answer questions based on text generated from my teacher, peers, me or author Use text to find answers, find and record evidence within text to answer questions Teacher observation of student fluency and correct use of poetry terminology 	generate evidence
<i>By the End of Week 4</i> <i>Using text and visuals to help me understand a topic</i>	Continue with Penguin Chick By B. Tatham Other informational texts	1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> Model how to use texts and visuals to help build understanding of an informational text. Model how to use text features and vocabulary strategies learned to determine main idea, and validate with text evidence. Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) 3. Shared Reading 4. Guided Reading <ul style="list-style-type: none"> Lowest Reading Levels 3-5x per week 	<ul style="list-style-type: none"> Write brief summary of informational text Explain how using text features, visuals and looking back in text can help understand the meaning of informational text Teacher observation of student fluency and correct use of poetry terminology 	visual

English Language Arts

		<ul style="list-style-type: none">On Grade Reading Levels 2x per weekAbove Grade Reading Levels 1-2x per week <ol style="list-style-type: none">Independent ReadingConfer with StudentsResponse To TextFoundational SkillsWord StudyVocabularyClosure/Share/Reflection		
DIFFERENTIATION				
Tiered Interventions following I&RS framework; Modified learning environment: student-centered learning, independence, openness, complexity, groups varied; Flexible grouping: shared reading partners				
RESOURCES				
The Amistad Commission's Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf				
Amistad System: www.njamistadcurriculum.net				
ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY				
21 st Century/ Interdisciplinary Themes: Bold all that apply		21 st Century Skills: Bold all that apply		
<ol style="list-style-type: none">Global AwarenessFinancial, Economic, Business and Entrepreneurial LiteracyCivic LiteracyHealth LiteracyEnvironmental Literacy		<ol style="list-style-type: none">Creativity & InnovationCritical Thinking & Problem SolvingCommunication & CollaborationMedia LiteracyInformation LiteracyInformation, Communication & TechnologyLife & Career Skills		
Technology Infusion:				
Pearson Reading: Reading Street, Learn360, Razkids.com for leveled reading practice, iPad applications for ELA standards, Smarttech exchange, Google Classroom, Seesaw Journal				

English Language Arts

Lebanon Borough Public School Instructional Unit						
Content:	English Language Arts- Writing			Grade:	3	
Trimester:	1	Unit Title:	Informational Writing Based on Current Knowledge		Pacing:	4-5 Weeks
ESSENTIAL QUESTION						
• How do structure and features help me make meaning in my writing?						
TARGET STANDARDS						
ELA NJSLS	I Can...					
W.3.2	Write an informational text					
W.3.2a	Organize my writing and provide illustrations to help readers better understand a topic					
W.3.2b	Use facts, definitions, and details to support the topic					
W.3.2c	Use linking words and phrases to connect ideas within sections					
W.3.2d	Write a concluding statement					
W.3.5	Plan, revise, and edit my writing					
W.3.6	Use technology to create, publish, and share my writing					
W.3.7	Research a topic					
W.SL.4	Speak clearly about a topic using facts and details					
	Write legibly in cursive					
INSTRUCTIONAL PROGRESSION						
Weekly Plan	Anchor Selection	Must Do		Evidence of Learning	Vocabulary	
By end of Week 1 Planning and organizing my writing	Informational text <u>Seeing Stars</u> By J. sterling Examples of student written/adult written informational pieces	1. Read Aloud 2. Direct Instruction (<i>mini---lessons, guided writing</i>) <ul style="list-style-type: none">What is informational writing?Introduce and model informative writing task: Expert WritingInforming the reader on a topic I am an expert onHow to determine area of expertise, choose topic and sub---topicDecide what you want your reader to learn about each sub---topicShopping for books to enhance my expertiseModel how to plan and organize informative writing using a graphic organizer that shows:		<ul style="list-style-type: none">Determine area of “expertise”Share topic of expertise with partner, can use attached rubricPlan and organize expert informational writing including topic, heading, at least 3 sub headings, sketch(es)	expert rubric informational topic heading sub---heading sketch illustration	

English Language Arts

		<ul style="list-style-type: none"> ○ Topic/Heading ○ Sub-headings (minimum of 3) ○ Illustrations <ol style="list-style-type: none"> 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills <ul style="list-style-type: none"> • Continue cursive 8. Closure/ Share/ Reflection 		
<p><i>During Week 2</i></p> <p><i>Drafting my writing and adding details</i></p>	<p>Informational text</p> <p><u>Hottest, Coldest, Highest, Deepest</u> By Steve Jenkins</p> <p>Examples of student written/adult written informational pieces</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini---lessons, guided writing</i>) <ul style="list-style-type: none"> • Model draft informational writing piece by each sub---heading • Model adding details to each sub---heading draft <ul style="list-style-type: none"> ○ Emphasize that this can be done by researching in the books shopped for last week. • Begin revising to add text features 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills <ul style="list-style-type: none"> • Continue cursive 8. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Produce draft for each sub heading (goal of one page per sub heading) with details • Evidence of revision with addition of text features 	<p>draft text features detail revising</p>

English Language Arts

<p><i>During Week 3</i></p> <p><i>Revising my writing</i></p>	<p>Informational text, <u>Under One Cactus</u> By Anthony Fredericks</p> <p>Examples of student written/adult written informational pieces</p>	<ul style="list-style-type: none"> • Read Aloud • Direct Instruction (<i>mini---lessons, guided writing</i>) • Continue revising to add text features <ul style="list-style-type: none"> ◦ Emphasize that this can be done by researching in the books shopped for last week. • Model writing an introduction for each sub---heading • Model using quotation marks if you copy directly from a source. • Shared Writing/ Interactive Writing • Independent Writing • Confer with students • Conventions, grammar, language • Foundational Skills • Continue cursive • Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • With writing partner, continuing revision process adding details and text features • Develop introduction to sub headings 	<p>process introduction</p>
<p><i>During Weeks 4-5</i></p> <p><i>Editing and publishing my writing</i></p>	<p>Informational text <u>Symphony of Whales</u> By Steve Schuch</p> <p>Examples of student written/adult written informational pieces</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Model using an outline such as boxes and bullets format to develop introduction and conclusion • Model editing process with focus on for capitalization, punctuation, spelling • Model publish final draft of Expert Informational Writing • Model appropriate way to formally share writing • Model appropriate way to listen to peer writing and how to provide feedback (Compliment(s) and suggestion(s)) 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills <ul style="list-style-type: none"> • Continue cursive 8. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Develop outline for introduction and conclusion and add to draft • Revise draft • Independently and with partner edit draft • Publish expert writing piece (use technology when applicable) includes: topic/ heading, introduction, sub headings, illustrations, conclusion • Participate in writing celebration, share writing and provide feedback to peers 	<p>outline boxes and bullets edit publish writing celebration feedback compliment suggestion</p>

English Language Arts

DIFFERENTIATION	
<p><i>Write-About-it!</i> iPad app, writing tasks based on readiness, ability, interests, and learning profile</p> <ul style="list-style-type: none"> Utilize project-based learning for greater depth of knowledge Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied Tiered Interventions following I&RS framework 	
RESOURCES	
Google docs	
readwritethink.org	
smartexchange.com	
scholastic magazine online	
ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY	
21 st Century/ Interdisciplinary Themes: Bold all that apply	21 st Century Skills: Bold all that apply
<ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 7. Life & Career Skills
Technology Infusion:	
<p>iPad applications for writing standards</p> <p>Smartboard applications</p> <p>Publish works with google.docs when complete</p> <p>share published works/Slideshare</p> <p>Edmodo.com</p> <p>RazKids.com for leveled reading practice</p> <p>Google Classroom</p> <p>Seesaw Journal</p>	

English Language Arts

Informational Text Partner Rubric

My partner sounds like an expert on the topic	yes	no
My partner can answer most questions that I have about the topic	yes	no
My partner used descriptive words about the topic	yes	no
My partner named at least three sub-headings about the topic	yes	no

Name_____ Date_____

Boxes and Bullets Graphic Organizer--- Informational Writing

Main Idea:
Supporting details
<ul style="list-style-type: none">•
<ul style="list-style-type: none">•
<ul style="list-style-type: none">•

English Language Arts

Lebanon Borough Public School Instructional Unit					
Content:	English Language Arts – Reading		Grade:	3	
Trimester:	2	Unit Title:	Comparing and Contrasting Characters, Themes and Settings Across a Series	Pacing:	5 weeks
ESSENTIAL QUESTION					
<ul style="list-style-type: none">How do characters influence a story?How am I the same or different from characters I read about?					
TARGET STANDARDS					
ELA NJSL	I Can...				
RL.3.3	Describe characters in a story. I can explain how characters actions affect the story				
RL.3.5	Use proper terms to name parts of text. I can describe how the parts build upon each other				
RL.3.6	Compare my point of view to that of the narrator or characters				
RL.3.9	Compare and contrast themes, settings, and plots of stories that have something in common such as the same author				
RF.3.4	Comprehend while reading with accuracy and fluency				
RF.3.4a	Read with purpose and understanding				
RF.3.4b	Read aloud with accuracy, fluency, and expression.				
RF.3.4c	Use context clues or reread text to correctly read and understand unfamiliar words				
RF.3.4	Read aloud with accuracy, fluency, and expression				
L.3.5	Understand word relationships and differences in word meanings				
L.3.5a	Tell the difference between the literal and non-literal meanings of words and phrases				
INSTRUCTIONAL PROGRESSION					
Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary	
Week 1 Focus: Describing characters	Amber Brown is NOT a Crayon by Paula Danzinger	<div>1. Read Aloud (3-5x per week)</div> <div>2. Direct Instruction<ul style="list-style-type: none">Determine the main character in the storyModel how to find supporting text evidenceDescribe character traits and feelings (using 5 senses---tie to writing)Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza)</div> <div>3. Shared Reading</div> <div>4. Guided Reading</div>	<ul style="list-style-type: none">Identify (using post its, writing log, readers notebook) main character and character traits with supporting text evidenceIdentify examples of similes and metaphors in writingAnecdotal records taken during guided reading groups.Teacher observation of student fluency and correct use of poetry terminology	main character evidence traits feelings	

English Language Arts

		<ul style="list-style-type: none"> Lowest Reading Levels 3x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1--2x per week 5. Independent Reading 6. Confer with students 7. Response to text 8. Foundational Skills 9. Word Study <ul style="list-style-type: none"> Similes and Metaphors 10. Vocabulary 11. Closure/Share/Reflection		
<i>Week 2</i> <i>Focus:</i> <i>How does the main character's action affect the story?</i>	<u>Amber Brown is NOT a Crayon</u> by Paula Danzinger	1. Read Aloud (3-5x per week) 2. Direct Instruction <ul style="list-style-type: none"> Determine the main character's actions Summarize the story using the main character actions and how they affect the plot Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) 3. Shared Reading 4. Guided Reading <ul style="list-style-type: none"> Lowest Reading Levels 3x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week 5. Independent Reading 6. Confer with Students 7. Response to Text 8. Foundational Skills 9. Word Study 10. Vocabulary 11. Closure/Share/Reflection	<ul style="list-style-type: none"> Map out sequential character actions affecting plot. Suggested graphic organizers: Story Mountain, Character Web, Timeline Produce written summary of story Anecdotal records taken during guided reading groups Teacher observation of student fluency and correct use of poetry terminology 	plot summary
<i>By the End of Week 3</i> <i>Focus:</i> <i>How do chapters build off of each other</i>	<u>You Can't Eat Your Chicken Pox</u> Amber Brown by Paula Danzinger	1. Read Aloud (3-5x per week) 2. Direct Instruction <ul style="list-style-type: none"> Define and discuss, "What is a chapter?" Model how each chapter builds off the last Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) 3. Shared Reading 4. Guided Reading	<ul style="list-style-type: none"> Sketch or summarize an assigned chapter on one page depicting the scene in detail Organize student chapter sketches into sequential order and display Anecdotal records taken during guided reading groups Teacher observation of student fluency 	sketch chapter scene

English Language Arts

		<ul style="list-style-type: none"> Lowest Reading Levels 3x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week 5. Independent Reading 6. Confer with Students 7. Response to Text 8. Foundational Skills 9. Word Study 10. Vocabulary 11. Closure/Share/Reflection	and correct use of poetry terminology	
<i>By the End of Week 4</i> <i>Focus:</i> <i>How is my thinking the same and different from the characters in my story?</i>	<u>You Can't Eat Your Chicken Pox</u> <u>Amber Brown</u> <u>by Paula Danzinger</u>	1. Read Aloud (3-5x per week) 2. Direct Instruction <ul style="list-style-type: none"> Determine the theme of both Amber Brown texts Distinguish my thinking (point of view) versus the main characters thinking Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) 3. Shared Reading 4. Guided Reading <ul style="list-style-type: none"> Lowest Reading Levels 3x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week 5. Independent Reading 6. Confer with Students 7. Response to Text 8. Foundational Skills 9. Word Study 10. Vocabulary 11. Closure/Share/Reflection	<ul style="list-style-type: none"> Determine theme in read alouds Identify their own point of view Identify point of view of character/ narrator Distinguish their point of view from that found in text Anecdotal records taken during guided reading groups Teacher observation of student fluency and correct use of poetry terminology 	theme my thinking/ point of view
<i>By the End of Week 5</i> <i>Focus:</i> <i>Compare and Contrast Themes, Settings, Plots for</i>	<u>Amber Brown is NOT a Crayon and You Can't Eat Your Chicken Pox</u> <u>Amber Brown</u> <u>by Paula</u>	1. Read Aloud (3-5x per week) 2. Direct Instruction <ul style="list-style-type: none"> Continue how to determine theme Review compare/ contrast Model compare and contrast the two themes found in Amber Brown read alouds Model compare and contrast the plot lines in Amber Brown read alouds Model use of organizer(s) 	<ul style="list-style-type: none"> Compare and contrast Amber Brown texts <ul style="list-style-type: none"> themes (ex: venn diagram) settings (illustration) plot lines (ex: story mountain organizer) Anecdotal records taken during guided reading groups Teacher observation of student fluency 	compare contrast venn diagram story mountain

English Language Arts

<i>both Amber Browns read.</i>	Danziger	<ul style="list-style-type: none">Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) <ol style="list-style-type: none">Shared ReadingGuided Reading<ul style="list-style-type: none">Lowest Reading Levels 3x per weekOn Grade Reading Levels 2x per weekAbove Grade Reading Levels 1-2x per weekIndependent ReadingConfer with StudentsResponse to TextFoundational SkillsWord StudyVocabularyClosure/Share/Reflection	and correct use of poetry terminology
DIFFERENTIATION			
Tiered Interventions following I&RS framework Respectful tasks based on readiness, interests, learning profile Flexible grouping; Ongoing assessment			
RESOURCES			
The Amistad Commission’s Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf			
Amistad System: www.njamistadcurriculum.net			
ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY			
21st Century/ Interdisciplinary Themes: Bold all that apply		21st Century Skills: Bold all that apply	
<ol style="list-style-type: none">Global AwarenessFinancial, Economic, Business and Entrepreneurial LiteracyCivic LiteracyHealth LiteracyEnvironmental Literacy		<ol style="list-style-type: none">Creativity & InnovationCritical Thinking & Problem SolvingCommunication & CollaborationMedia LiteracyInformation LiteracyInformation, Communication & TechnologyLife & Career Skills	
Technology Infusion:			
Pearson Reading, Learn360, Razkids.com for leveled reading practice, iPad applications for ELA standards, SmartTech exchange, Google Classroom, Seesaw Journal			

English Language Arts

Lebanon Borough Public School Instructional Unit					
Content:	English Language Arts – Writing		Grade:	3	
Trimester:	2	Unit Title:	Realistic Fiction	Pacing:	4–5 weeks
ESSENTIAL QUESTION					
• How can we continue the writing of another author?					
TARGET STANDARDS					
ELA NJSLS	I Can...				
W.3.3	Write a narrative text				
W.3.3a	Introduce readers to a situation and characters and organize events in a story				
W.3.3b	Use dialogue and good descriptions to develop the characters and events in a story				
W.3.3c	Use words and phrases to show the order of events				
W.3.3d	Write a conclusion				
W.3.5	Plan, revise, and edit my writing				
W.3.6	Use technology to create, publish, and share my writing				
SL.3.4	Speak clearly about a topic using facts and details				
SL.3.5	Record a fluent reading of a story or a poem and use visuals to point out certain facts or details				
INSTRUCTIONAL PROGRESSION					
Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary	
During Week 1 Planning and organizing my writing	Fly Away Home by Eve Bunting Examples of student written/adult written informational pieces	<div>1. Read Aloud</div> <div>2. Direct Instruction<ul style="list-style-type: none">Introduce elements of realistic fiction<ul style="list-style-type: none">Events in the story are made up but could happen in real lifeIncludes characters, setting, problem (situation), and solution (resolution)Model how to include SADD within writing<ul style="list-style-type: none">SettingActionDialogueDescriptive languageModel how to choose one narrative book that students have read to continue writing as a Fan--fiction pieceModel how to continue writing story where the original author left off</div>	<ul style="list-style-type: none">Identify and explain realistic fiction and its elementsIdentity and explain SADDChoose narrative story to continue writingPlan story continuationBegin draft of realistic fiction/ fan fiction piece beginning with introduction, character, setting and including SADDUse a graphic organizer that shows:<ul style="list-style-type: none">Different beginning, ending, or story from another character's perspective	realistic fiction draft characters setting problem/situation solution action dialogue descriptive language SADD fan-fiction	

English Language Arts

		<ul style="list-style-type: none"> Model how to plan for story using a graphic organizer that shows Model drafting the beginning of the fan fiction story Plan for story using a graphic organizer that shows <ul style="list-style-type: none"> Beginning – where the story left off OR changing the ending OR writing the story from another characters perspective (all are possible in PARCC) <ol style="list-style-type: none"> Shared Writing/ Interactive Writing Independent Writing Confer with students Conventions, grammar, language Foundational Skills Closure/ Share/ Reflection 		
<i>During Week 2</i> <i>Drafting my writing and adding details</i>	Display previously read Read-alouds Examples of student written/adult written informational pieces	<ol style="list-style-type: none"> Read Aloud Direct instruction <ul style="list-style-type: none"> Model how to plan the problem Model how to develop the middle of the story Model how to add details <ul style="list-style-type: none"> SADD Similes and metaphors Words and phrases to show order of events Shared Writing/ Interactive Writing Independent Writing Confer with students Conventions, grammar, language Foundational Skills Closure/ Share/ Reflection 	<ul style="list-style-type: none"> Plan story including problem and middle of the story Continue draft of realistic fiction piece adding problem/ middle of story including SADD 	problem similes metaphors
<i>During Week 3</i> <i>Drafting my writing</i>	Display previously read Read-alouds Examples of	<ol style="list-style-type: none"> Read Aloud Direct instruction <ul style="list-style-type: none"> Planning the resolution to the problem Developing the end/resolution of the story including SADD Drafting the end of the story 	<ul style="list-style-type: none"> Plan resolution to the problem Continue draft of realistic fiction piece adding resolution and including SADD 	Resolution solution

English Language Arts

	student written/adult written informational pieces	3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills 8. Closure/ Share/ Reflection		
<i>During Week 4</i> <i>Revising and editing my writing</i>	Display previously read Read---alouds Examples of student written/adult written informational pieces	1. Read Aloud 2. Direct instruction <ul style="list-style-type: none"> Model revision process <ul style="list-style-type: none"> Reviewing and enhancing each element of realistic fiction, SADD, similes, metaphors, linking words Model editing process <ul style="list-style-type: none"> Focus on grammar, usage, mechanics, spelling 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills 8. Closure/ Share/ Reflection	<ul style="list-style-type: none"> Evidence of revision Evidence of editing Completed revision and editing checklist 	editing revising descriptive language
<i>During Week 5</i> <i>Publishing and recording my writing</i>	Display previously read Read-alouds Examples of student written/adult written informational pieces	1. Read Aloud 2. Direct instruction <ul style="list-style-type: none"> Continue editing process <ul style="list-style-type: none"> Focus on grammar, usage, mechanics (capitalization, punctuation) and spelling Producing (writing/typing) final piece Model reading final piece to peers Model providing feedback to peers (compliment and suggestion) Model oral recording 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills 8. Closure/ Share/ Reflection	<ul style="list-style-type: none"> Produce final realistic fiction piece (use technology when applicable) Create audio recording of realistic fiction piece 	publish oral recording feedback compliment suggestion
DIFFERENTIATION				

English Language Arts

Respectful tasks based on readiness, interests, learning profile

Flexible grouping

Ongoing assessment

RESOURCES

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

1. **Global Awareness**
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
4. Health Literacy
5. Environmental Literacy

21st Century Skills: Bold all that apply

1. Creativity & Innovation
2. Critical Thinking & Problem Solving
3. **Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. **Information, Communication & Technology**
7. Life & Career Skills

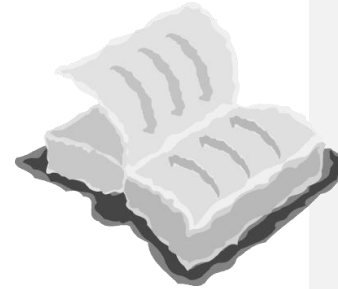
Technology Infusion:

Pearson Reading, Learn360, Razkids.com for leveled reading practice, iPad applications for ELA standards, Smarttech exchange, Google Classroom, Seesaw Journal

Story Mountain

Climax

This is when the problem reaches a high point!



Rising Action

This includes the events leading up to the main problem or conflict.

Falling Action

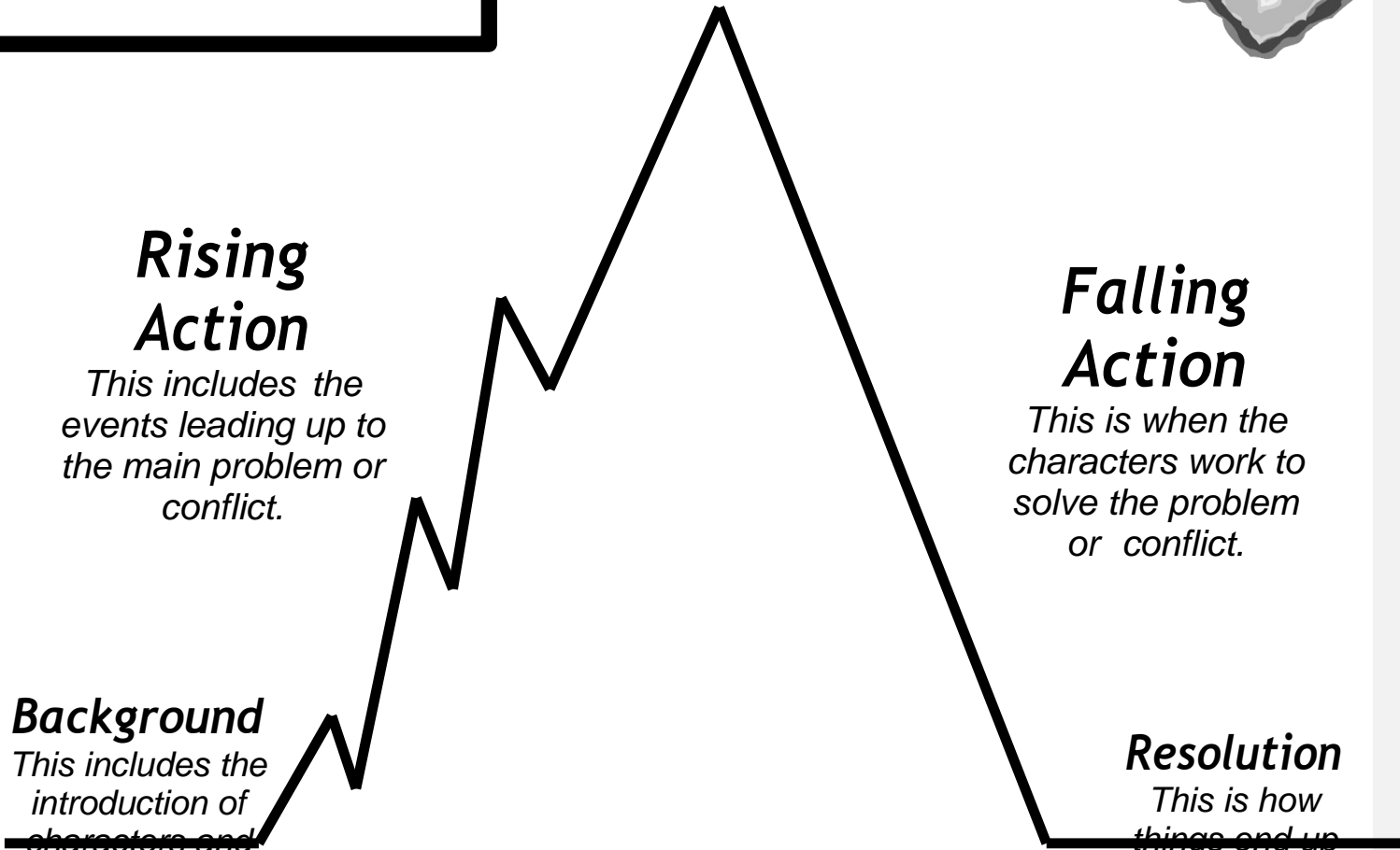
This is when the characters work to solve the problem or conflict.

Background

This includes the introduction of characters and setting.

Resolution

This is how things end up in the story.



1. The Beginning

Introduce the main characters and describe the setting. What will your opening sentence be?

What things happen? What clues are there?

2. The Build-Up

What is said? How do you build up the excitement?

3. The Problem or Dilemma

Things might be wrong! Is there a mystery or do terrible things happen? Are there any disagreements?

4. The Resolution

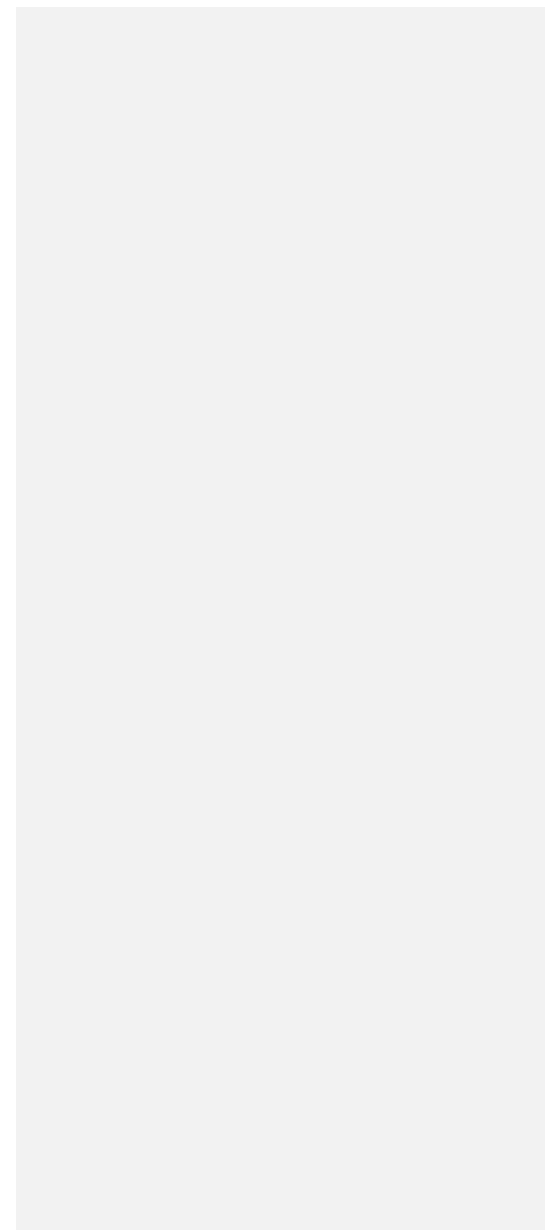
How do things going to be sorted out? Problems have to be solved, and people move on again.

5. The Ending

Does the story end happily ever after? What have people learned? Have characters changed?

THE STORY MOUNTAIN PLANNER

Name..... *Date*.....



English Language Arts

Lebanon Borough Public School Instructional Unit					
Content:	English Language Arts – Reading		Grade:	3	
Trimester:	2	Unit Title:	Comparing and Contrasting Texts and Opinion in Non---Fiction	Pacing:	4-5 weeks
ESSENTIAL QUESTION					
<ul style="list-style-type: none">How is my thinking the same and different from authors I read?How is the thinking of different authors’ the same and different on the same topics?					
TARGET STANDARDS					
ELA NJSL	I Can...				
RI.3.6	Tell the difference between my own point of view and the author’s point of view in an informational text				
RI.3.9	Compare and contrast two informational texts on the same topic				
RI.3.4	Figure out the meaning of words and phrases in informational text				
RI.3.5	Use text features to locate important information				
RI.3.7	Use text and visuals to help me understand a topic				
RI.3.8	Use sentences and paragraphs to figure out the text structure				
RF.3.4	Comprehend while reading with accuracy and fluency				
RF.3.4a	Read with purpose and understanding				
RF.3.4b	Read aloud with accuracy, fluency, and expression				
RF.3.4c	Use context clues or reread text to correctly read and understand unfamiliar words				
RL3.5	Use proper terms to name parts of text, Describe how the parts build upon each other				
L.3.5	Understand word relationships and differences in word meanings				
L.3.5a	Tell the difference between the literal and non-literal meanings of words and phrases				
L.3.4b	Determine the meaning of a new word when a known affix is added to a known word				
L.3.4c	Use what I know about a root word to figure out the meaning of a new word with the same root				
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words				
INSTRUCTIONAL PROGRESSION					
Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary	
By the End of Week 1 Focus: Vocabulary/	DK Readers L3: Shark Attack! by Cathy East	1. Read Aloud: (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided reading</i>): <ul style="list-style-type: none">Review text featuresUsing text features to help understand topic	<ul style="list-style-type: none">Explain what text features helped in understanding topic and howExplain what visuals helped in	Text features analyze evaluate vocabulary academic	

English Language Arts

Phrasing Using Text and Visuals	Dubowski	<ul style="list-style-type: none"> Using visuals to help understand topic General academic words vs. domain specific words Identify domain specific words from informational text Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) <ol style="list-style-type: none"> Shared Reading Guided Reading <ul style="list-style-type: none"> Lowest Reading Levels 3x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week Independent Reading Confer with students Response to Text Foundational Skills Word Study Vocabulary <ul style="list-style-type: none"> Understand word relationships and differences in word meanings Difference between the literal and non--literal meanings of words and phrases Closure/ Share/ Reflection 	<p>understanding topic and how</p> <ul style="list-style-type: none"> Write at least one paragraph explaining how text features/ visuals help understand topic Explain difference between academic and domain specific words Identify academic and domain specific words Anecdotal records taken during Guided Reading Groups Teacher observation of student fluency and correct use of poetry terminology 	domain specific phrasing
By the End of Week 2 Focus: Text Structure- Authors Craft	DK Readers L3: Shark Attack! by Cathy East Dubowski	<ol style="list-style-type: none"> Read Aloud (3-5x per week) Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> Define text structure Discuss purpose of text structure Explore various text structures of informational texts Analyze author's purpose for text structure of read alouds/ independent books Review word choice and how it can support authors purpose Reread section(s) with focus on author's word choice/phrasing to support analysis of author's purpose Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) Shared Reading Guided Reading 	<ul style="list-style-type: none"> Explain text structure Explain purpose of text structure and how text structures help understand topic and authors purpose Identify author's purpose in read alouds/ independent reading Find books with different text structures Compare text structures of books and author's purpose of each text Practice rereading sections of text for understanding Identify word choices in read aloud/ independent reading that support author purpose 	author's purpose

English Language Arts

		<ul style="list-style-type: none"> Lowest Reading Levels 3x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week <ol style="list-style-type: none"> Independent Reading Confer with students Response to Text Foundational Skills Word Study Vocabulary <ul style="list-style-type: none"> Understand word relationships and differences in word meanings Difference between the literal and non--literal meanings of words and phrases Closure/ Share/ Reflection 	<ul style="list-style-type: none"> Anecdotal records taken during Guided Reading Groups Teacher observation of student fluency and correct use of poetry terminology. 	
<p><i>By the End of Week 3</i></p> <p><i>Focus: Comparing and Contrasting two texts same topic</i></p>	<p><u>Sharks by Seymour Simon</u></p> <p><u>A Shark's Story</u> By Susanna Batchelor</p>	<ol style="list-style-type: none"> Read Aloud (3-5x per week) Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> Discuss similarities in <u>Shark Attack</u> and <u>Sharks</u>. Discuss differences in <u>Shark Attack</u> and <u>Sharks</u>. Discuss similarities and differences between <u>Shark Attack</u> and <u>Sharks</u>. Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) Shared Reading Guided Reading <ul style="list-style-type: none"> Lowest Reading Levels 3x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week Independent Reading Confer with students Response to Text Foundational Skills Word Study Vocabulary <ul style="list-style-type: none"> Determine the meaning of new words when a known affix is added to a known word How to figure out the meaning of a new word with the same root Use conventional spelling for high--frequency and other studied words and for adding suffixes to base 	<ul style="list-style-type: none"> Identify and record similarities in <u>Shark Attack</u> and <u>Sharks</u> Identify and record differences in <u>Shark Attack</u> and <u>Sharks</u> Complete comparison/ contrast chart such as Venn Diagram of similarities and differences between <u>Shark Attack</u> and <u>Sharks</u> Use venn diagram to write at least one paragraph on similarities and differences in read alouds Anecdotal records taken during Guided Reading Groups Teacher observation of student fluency and correct use of poetry terminology. 	<p>similarity</p> <p>difference</p> <p>compare</p> <p>contrast</p> <p>affix</p> <p>root</p>

English Language Arts

		words		
		11. Closure/ Share/ Reflection		
By the End of Week 4	Sharks by Seymour Simon	1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> Identify point of view on sharks Identify author's point of view on sharks Discuss if personal point of view and author's point of view agree or disagree Model how to compare and contrast my opinion on sharks to the authors of anchor texts with supporting text evidence Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) 3. Shared Reading 4. Guided Reading <ul style="list-style-type: none"> Lowest Reading Levels 3x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week 5. Independent Reading 6. Confer with students) 7. Response to Text 8. Foundational Skills 9. Word Study 10. Vocabulary <ul style="list-style-type: none"> Determine the meaning of new words when a known affix is added to a known word How to figure out the meaning of a new word with the same root Use conventional spelling for high---frequency and other studied words and for adding suffixes to base words 11. Closure/ Share/ Reflection	<ul style="list-style-type: none"> Write about personal opinion/ point of view on sharks Write about author's point of view on sharks Provide text evidence to support agreements and disagreements with the author such as T chart (see attached) Use t chart to create class point of view anchor chart Anecdotal records taken during Guided Reading Groups Teacher observation of student fluency and correct use of poetry terminology. 	t-chart text evidence
DIFFERENTIATION				
Tiered Interventions following I&RS framework Respectful tasks based on readiness, interests, learning profile Flexible grouping Ongoing assessment				

English Language Arts

RESOURCES	
The Amistad Commission's Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf	
Amistad System: www.njamistadcurriculum.net	
ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY	
21 st Century/ Interdisciplinary Themes: Bold all that apply	21 st Century Skills: Bold all that apply
<ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 7. Life & Career Skills
Technology Infusion:	
Pearson Reading, Learn360, Razkids.com for leveled reading practice, iPad applications for ELA standards, Smarttech exchange, Google Classroom, Seesaw Journal	

T CHART

Use evidence from the text to support your point ofview.

I agree with the author because...	I disagree with the author because...
<div></div>	<div></div>
<div></div>	<div></div>
<div></div>	<div></div>

English Language Arts

Lebanon Borough Public School Instructional Unit				
Content:	English Language Arts – Reading		Grade:	3
Trimester:	3	Unit Title:	Biographies	Pacing: 4 weeks
ESSENTIAL QUESTION				
<ul style="list-style-type: none">How are biographies similar to other non-fiction and fiction texts?How are biographies different from other non-fiction and fiction texts?How are biographies stories that use a timeline?				
TARGET STANDARDS				
ELA NJSLS	I Can ...			
RI.3.1	Ask and answer questions about an informational text, Look back at the text to find my answers			
RI.3.2	Tell the main idea and supporting details of a text			
RI.3.3	Describe the relationship between ideas using key words to show time, sequence, and cause and effect			
RF.3.4	Comprehend while reading with accuracy and fluency			
RF.3.4a	Read with purpose and understanding			
RF.3.4b	Read aloud with accuracy, fluency, and expression			
RF.3.4c	Use context clues or reread text to correctly read and understand unfamiliar words			
RL.3.5	Use proper terms to name parts of text, Describe how the parts build upon each other			
L.3.5	Tell the difference between the literal and non literal meanings of words and phrases			
L.3.5a	Understand word relationships and differences in word meanings			
L.3.5b	Understand how words can be used in different situations			
INSTRUCTIONAL PROGRESSION				
Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary
<i>During Week 1</i> <i>Comparing Biographies to Fiction and Non-fiction Texts</i>	Any <u>Who</u>, <u>Is... or</u> <u>Who</u>, <u>Was...</u> biography that coincides with other	<ol style="list-style-type: none">Read Aloud (3-5x per week)Direct Instruction<ul style="list-style-type: none">Answer the question: What is a Biography?How to preview a biography (extra pieces in a biography – timeline)Compare and contrast Biographies to Fiction StoriesCompare and contrast Biographies to Non-	<ul style="list-style-type: none">Explain what a biography is and the elements it containsPreview biographies checking that they include all necessary elementsCompare and contrast biographies to fiction stories by using graphic organizersCompare and contrast biographies to	biography compare contrast similar different fiction non-fiction

English Language Arts

	study (science / social studies)	<p>Fiction texts</p> <ul style="list-style-type: none"> Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) <ol style="list-style-type: none"> Shared Reading Guided Reading/Strategy Groups --- Focus on biographies <ul style="list-style-type: none"> Lowest Reading Levels 3x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week Independent Reading Confer with Students Response to Text Foundational Skills Word Study Vocabulary Closure/Share/Reflection <ul style="list-style-type: none"> How are biographies different from other fiction/non-fiction texts? How are biographies the same as other fiction/non-fiction texts? 	<p>non-fiction texts by using graphic organizers</p> <ul style="list-style-type: none"> Review student created graphic organizers comparing and contrasting biographies to fiction texts <ul style="list-style-type: none"> Including subject similar to character, tells a 'story' except it's a real story Review student created graphic organizers comparing and contrasting biographies to other non-fiction texts <ul style="list-style-type: none"> Including it has facts, a timeline, it's about a real person, it has a lot of the same features found in non-fiction texts (diagrams, pictures, facts, definitions, etc.) Other evidence: <ul style="list-style-type: none"> Anecdotal records taken during guided reading groups Teacher observation of student fluency and correct use of poetry terminology 	
<p><i>During Week 2</i></p> <p><i>Creating Timelines of Lives</i></p>	<p>Any <u>Who Is...Who Was...</u> biography that coincides with other areas of study (science / social studies)</p>	<ol style="list-style-type: none"> Read Aloud (3-5x per week) Direct Instruction <ul style="list-style-type: none"> Have students read the timeline as part of preview for a biography and answer why that is an important step What to do if a biography does not provide a timeline Creating a timeline (of subject and/or time subject lived) Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) Shared Reading Guided Reading/Strategy Groups <ul style="list-style-type: none"> Lowest Reading Levels 3x per week On Grade Reading Levels 2x per week 	<ul style="list-style-type: none"> Preview by reading the timeline Answer why previewing the biography is an important step Determine what to do if a biography does not provide a timeline Create timelines on individual by noting time subject lived and/or subject's life Other evidence: <ul style="list-style-type: none"> Anecdotal records taken during guided reading groups Teacher observation of student fluency and correct use of poetry terminology 	<p>timeline preview</p>

English Language Arts

		<ul style="list-style-type: none"> Above Grade Reading Levels 1-2x per week <ol style="list-style-type: none"> Independent Reading Confer with Students Response to Text Foundational Skills Word Study Vocabulary Closure/Share/Reflection <ul style="list-style-type: none"> How does a biography use a timeline or sequence of events format to teach us about the subject and time the subject lived? 		
<i>During Week 3</i> <i>The Importance of Biographies</i>	Any Who Is...Who Was... biography that coincides with other areas of study (science/ social studies)	<ol style="list-style-type: none"> Read Aloud (3-5x per week) Direct Instruction <ul style="list-style-type: none"> Discuss meaning of genre, answer why biographies are their own genre. (What makes them special?) Analyze what makes biographies an important genre Determine what we can learn from biographies (about own self, about history, about subject) Use words/adjectives to describe people. Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) Shared Reading Guided Reading/Strategy Groups <ul style="list-style-type: none"> Lowest Reading Levels 3x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week Independent Reading Confer with students Response to Text Foundational Skills Word Study Vocabulary Closure/Share/Reflection <ul style="list-style-type: none"> Why are biographies an important genre to read? What can I learn from biographies? 	<ul style="list-style-type: none"> Discuss and review student writing about reading that answers questions <ul style="list-style-type: none"> Why are biographies their own genre? What makes biographies important? Determine what they can learn from biographies <ul style="list-style-type: none"> About myself? About history About the subject? Other evidence: <ul style="list-style-type: none"> Anecdotal records taken during guided reading groups Teacher observation of student fluency and correct use of poetry terminology 	genre analyze
<i>During</i>	Any Who	<ol style="list-style-type: none"> Read Aloud (3-5x per week) 	<ul style="list-style-type: none"> Generate a list of biographies and look 	pattern

English Language Arts

Week 4	<u>Is...Who Was...</u> biography that coincides with other areas of study (science / social studies)	2. Direct Instruction <ul style="list-style-type: none"> Generate and discuss a list of all biographies read looking for patterns about subjects (aka person), historical time frame, and topic (ex. Explorers, astronauts etc.) Analyze what has been learned through biographies read Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) --- Try to find poems that are based on people lives (e.g. <u>Harriet Tubman</u> by Eloise Greenfield) 3. Shared Reading 4. Guided Reading/Strategy Groups <ul style="list-style-type: none"> Lowest Reading Levels 3x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week 5. Independent Reading 6. Confer with Students 7. Response to Text 8. Foundational Skills 9. Word Study 10. Vocabulary 11. Closure/Share/Reflection <ul style="list-style-type: none"> How can a timeline be a reflection of someone's life story? What have I learned from the biographies that I have read? 	for patterns about the subjects <ul style="list-style-type: none"> Analyze what was learned through reading biographies Other Evidence: <ul style="list-style-type: none"> Student writing about reading lists with patterns identified Anecdotal records taken during guided reading groups Teacher observation of student fluency and correct use of poetry terminology 	
DIFFERENTIATION				
Tiered Interventions following I&RS framework Respectful tasks based on readiness, interests, learning profile Flexible grouping; Ongoing assessment				
RESOURCES				
www.history.org				
www.amistadcurriculum.org : Amistad System: www.njamistadcurriculum.net				
The Amistad Commission's Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf				
ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY				
21st Century/ Interdisciplinary Themes: Bold all that apply		21st Century Skills: Bold all that apply		

English Language Arts

<div>1. Global Awareness</div> <div>2. Financial, Economic, Business and Entrepreneurial Literacy</div> <div>3. Civic Literacy</div> <div>4. Health Literacy</div> <div>5. Environmental Literacy</div>	<div>1. Creativity & Innovation</div> <div>2. Critical Thinking & Problem Solving</div> <div>3. Communication & Collaboration</div> <div>4. Media Literacy</div> <div>5. Information Literacy</div> <div>6. Information, Communication & Technology</div> <div>7. Life & Career Skills</div>
<div>Technology Infusion:</div> <div>Pearson Reading, Learn360, Razkids.com for leveled reading practice, iPad applications for ELA standards, Smarttech exchange, Google Classroom, Seesaw Journal</div>	

English Language Arts

Lebanon Borough Public School Instructional Unit				
Content:	English Language Arts – Writing		Grade:	3
Trimester:	3	Unit Title:	Research Based Informational Writing	Pacing: 9 weeks
ESSENTIAL QUESTION				
<ul style="list-style-type: none">How can we use research to enhance and “hold-up” our informational writing?How can we write an informational piece based on research?				
TARGET STANDARDS				
ELA NJSLS	I Can...			
W. 3.5	Plan, revise, and edit my writing			
W.3.7	Research a topic			
W.3.8	Gather information, take notes, and categorize the information			
RI.3.9	Compare and contrast two informational texts on the same topic			
W.3.2	Write and informational text			
W.3.2a	Organize my writing and provide illustrations to help readers better understand a topic			
W.3.2b	Use facts, definitions, and details to support the topic			
W.3.2c	Use linking words and phrases to connect ideas within sections			
W.3.2d	Write a concluding statement			
W.3.6	Use technology to create, publish, and share my writing			
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences			
L.3.1g	Form and use 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			
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			
INSTRUCTIONAL PROGRESSION				
Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary
<i>During Week 1</i> <i>Elements of Informational Writing/ Thinking About Topics for Writing</i>	Teacher choice based upon student interest	<div><div>1. Read Aloud</div><div>2. Direct Instruction (<i>mini-lessons, guided writing</i>)<ul style="list-style-type: none">Discuss the elements of informational writing<ul style="list-style-type: none">We need a strong topic for which we will be able to find enough information to support ideasInformational writing needs an introduction, main ideas and supporting details, and a conclusion</div></div>	<ul style="list-style-type: none">List possible topics for informational writingChoose 3--5 possible topics/thesis statements for informational writingChoose a strong topic/thesis which they will be able to find enough information to support ideasDevelop subtopics (focuses) for each topics	informational writing topics subtopics focus introduction main ideas supporting details conclusion

English Language Arts

		<ul style="list-style-type: none"> Informational writing needs support across texts and video Brainstorm 3--5 possible topics/thesis statement for informational writing Think about each possible thesis and generate a list of potential specific focuses <ol style="list-style-type: none"> Shared Writing/ Interactive Writing Independent Writing Confer with students Conventions, grammar, language Foundational Skills Closure/ Share/ Reflection <ul style="list-style-type: none"> What are the elements of informational writing? 	<ul style="list-style-type: none"> Identify the elements of informational writing: introduction, main ideas and supporting details, and a conclusion Explain that informational writing needs supports from other texts 	
During Week 2 Choosing a Strong, Specific Topic		<ol style="list-style-type: none"> Read Aloud Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> Choose three of the possible thesis statements that are the strongest Research each thesis statement (one per day) listing facts and details about the topic Decide which thesis statement you will be able to talk the most about in your writing Choose the strongest thesis statement to develop into an informational piece Come up with a question that you will answer with your writing; this will serve to focus your planning and research Shared Writing/ Interactive Writing Independent Writing Confer with students Conventions, grammar, language Foundational Skills Closure/ Share/ Reflection <ul style="list-style-type: none"> How can we choose a strong, specific topic? 	<ul style="list-style-type: none"> Choose three thesis statements they could writing about Research facts and details for each thesis (one per day) Select a thesis statement that they will be able to talk the most about in their writing Choose the strong thesis statement to develop into an informational piece Generate a question that will be answered with writing 	research facts details
During Weeks 3 and 4 Planning for Writing: Organizing		<ol style="list-style-type: none"> Read Aloud Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> Identify a minimum of two sub-topics for the chosen topic (each sub-topic will become a five-paragraph essay) 	<ul style="list-style-type: none"> Identify a minimum of two sub-topics identified in notebooks (subtopics will become a five-paragraph essay) Determine what they want the reader to learn about each sub-topic 	boxes and bullets five-paragraph essay resources references organize

English Language Arts

With Notes/Boxes and Bullets		<ul style="list-style-type: none"> Decide what you want your reader to learn Choose at least three resources (one book, one internet source, and a movie/video clip) Begin researching thesis statement Use boxes and bullets to organize research notes based upon thesis statement sections Once initial boxes and bullets are organized, begin extending to add boxes and bullets for the body paragraphs <ol style="list-style-type: none"> Shared Writing/ Interactive Writing Independent Writing Confer with students Conventions, grammar, language Foundational Skills Closure/ Share/ Reflection <ul style="list-style-type: none"> How can we plan so that our writing is organized? 	<ul style="list-style-type: none"> Choose at least three resources to use in their research (one book, one internet source, and a movie/video clip) Use resources to begin researching their thesis statement Use organizer, such as boxes and bullets from Trimester 1 Informational Writing Unit, to organize research notes Developing boxes and bullets for their introduction paragraph Add additional boxes and bullets for body paragraphs 	introduction paragraph body paragraphs
During Week 5 <i>Developing a Strong Introduction and Body Paragraphs/ Transitioning Smoothly From One Sub-Topic to Another</i>		<ol style="list-style-type: none"> Read Aloud Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> Use boxes and bullets (sub---topic one) to draft introduction paragraph <ul style="list-style-type: none"> Monitor student progress through the drafting phase of the writing process As you are drafting, be sure to revise/edit as you write Vary sentence structure Use descriptive words and key vocabulary Use correct capitalization and punctuation Develop a strong introduction Develop three body paragraphs By the end of this week, children should be developing a closing paragraph for thesis Shared Writing/ Interactive Writing Independent Writing Confer with students Conventions, grammar, language <ul style="list-style-type: none"> Review the function of nouns, pronouns, adjectives, and adverbs 	<ul style="list-style-type: none"> Draft a strong introduction paragraph Draft three body paragraphs for sub---topic one Develop a closing paragraph for subtopic one and include a transition to subtopic two Revise by using a varied sentence structure Revise by using descriptive words and key vocabulary Edit by using correct capitalization and punctuation Explain the function of pronouns, adjectives, and adverbs in writing pieces 	sub-topic one closing paragraph transition revise varied sentence structure descriptive words key vocabulary edit capitalization punctuation

English Language Arts

		7. Foundational Skills 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> How can we develop a strong Introduction and body paragraphs? How can we transition smoothly from one subtopic to another? 		
During Week 6 Developing an Introduction and Body Paragraphs for Sub-topic Two		1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> Include researching a topic of choice through multiple mediums (books, articles, movie clips, etc). Pose a thesis statement and prove through mediums used. Finalize the concluding paragraph with transition to lead into this week's writing Use boxes and bullets (sub--topic two) to draft introduction paragraph Monitor student progress through the drafting phase of the writing process As you are drafting, be sure to revise/edit as you write <ul style="list-style-type: none"> Vary sentence structure Use descriptive words and key vocabulary Use correct capitalization and punctuation Develop a strong introduction for the second sub--topic Develop three body paragraphs for the second sub--topic 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with Students 6. Conventions, grammar, language <ul style="list-style-type: none"> Review the uses of comparative and superlative adjectives and adverbs and how they can enhance writing Review the use of coordinating and subordinating conjunctions Review simple, compound, and complex 	<ul style="list-style-type: none"> Finalize concluding paragraph (with transition) to sub---topic two Draft a strong introduction paragraph for sub---topic two Draft three body paragraphs for sub---topic two Revise by using a varied sentence structure Revise by using descriptive words and key vocabulary Edit by using correct capitalization and punctuation Explain how the use of comparative and superlative adjectives and adverbs can enhance their writing Reflect upon how the use of coordinating and subordinating conjunctions can enhance their writing Use simple, compound, and complex sentences to enhance their writing 	sub-topic two introduction closing transition

English Language Arts

		<p>sentences</p> <p>7. Foundational Skills</p> <p>8. Closure/ Share/ Reflection</p> <ul style="list-style-type: none"> How did we develop a strong introduction and body paragraphs for sub---topic two? 		
<p><i>During Week 7</i></p> <p><i>Incorporating Text Features Into Our Informational Writing</i></p>	<p>Resources used in Informational Reading Unit, Social Studies, and or Science texts can also be used as a model to show how placement of features</p>	<p>1. Read Aloud</p> <p>2. Direct Instruction (<i>mini-lessons, guided writing</i>)</p> <ul style="list-style-type: none"> Draft closing paragraph for sub---topic two. This should be developed in such a way that wraps---up the entire information piece Brainstorm a list of non---fiction text features (i.e. photographs, pictures, diagrams, tables, etc.) Talk about how different text features can be used to enhance certain parts of our writing Read through drafted paragraphs and decide which text features would best enhance the writing 	<ul style="list-style-type: none"> Draft a closing paragraph for sub---topic two which wraps up the entire information piece Brainstorm a list of non---fiction text features (i.e. photographs, pictures, diagrams, table, italicized and bold print, etc.) Discuss and decide how non---fiction text features can be used to enhance certain parts of the writing piece Decide where text features will be placed in the final piece Use Post---its to show placement of text features in drafts (no more than 3 per sub---topic) 	<p>text features</p> <p>diagrams</p> <p>tables</p> <p>photographs</p> <p>pictures</p> <p>italicized and bold print</p> <p>placement</p> <p>post-its</p>
		<ul style="list-style-type: none"> Use post---its to show where, and which, text features will be used (minimum of three per sub---topic) <p>3. Shared Writing/ Interactive Writing</p> <p>4. Independent Writing</p> <p>5. Confer with students</p> <p>6. Conventions, grammar, language</p> <p>7. Foundational Skills</p> <p>8. Closure/ Share/ Reflection</p> <ul style="list-style-type: none"> How can we incorporate text features into our informational writing? 		
<p><i>During Weeks 8 and 9</i></p> <p><i>Editing and Publishing Our Drafts</i></p>		<p>1. Read Aloud</p> <p>2. Direct Instruction (<i>mini-lessons, guided writing</i>)</p> <ul style="list-style-type: none"> Review and use editing symbols Direct students as they read through their texts <ul style="list-style-type: none"> Use appropriate symbols to correct spelling, capitalization, and punctuation and check with a Edit entire text Allow for peer editing and use checklist before typing 	<ul style="list-style-type: none"> Final copy of informational writing Use editing symbols to edit final drafts Engage in peer editing and using a checklist before publication of their writing piece Type and insert text features into final copy Publish the final informational piece What can be done to make sure our writing sense makes sense to our 	<p>editing symbols</p> <p>peer editing</p> <p>checklist</p> <p>publish</p>

Commented [L1]:

English Language Arts

		<ul style="list-style-type: none">• Begin typing the final copy of the informational piece• Be sure to insert text features• Publish final informational piece <ol style="list-style-type: none">3. Shared Writing/ Interactive Writing4. Independent Writing5. Confer with Students6. Conventions, grammar, language<ul style="list-style-type: none">• Review spelling patterns and generalizations7. Closure/ Share/ Reflection<ul style="list-style-type: none">• How can we write and informational piece based on research? What did you learn about informational writing?• Reflection: How can you proofread and edit your final draft to ensure that you used correct spelling, capitalization, and punctuation?	readers?	
DIFFERENTIATION				
Respectful tasks based on readiness, interests, learning profile				
RESOURCES				
www.history.org				
www.njamistadcurriculum.org				
ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY				
21 st Century/ Interdisciplinary Themes: Bold all that apply		21 st Century Skills: Bold all that apply		
<ol style="list-style-type: none">1. Global Awareness2. Financial, Economic, Business and Entrepreneurial Literacy3. Civic Literacy4. Health Literacy5. Environmental Literacy		<ol style="list-style-type: none">1. Creativity & Innovation2. Critical Thinking & Problem Solving3. Communication & Collaboration4. Media Literacy5. Information Literacy6. Information, Communication & Technology7. Life & Career Skills		
Technology Infusion:				
Pearson Reading, Learn360, Razkids.com for leveled reading practice, iPad applications for ELA standards, Smarttech exchange, Google Classroom, Seesaw Journal				

English Language Arts

Lebanon Borough Public School Instructional Unit				
Content:	English Language Arts – Reading		Grade:	3
Trimester:	3	Unit Title:	Mysteries (Comparing and Contrasting my thoughts and ideas to a character in a story)	Pacing: 5 weeks
ESSENTIAL QUESTION				
<ul style="list-style-type: none">What makes a story a mystery?How are my ideas different or the same as a character in a mystery?				
TARGET STANDARDS				
ELA NJSL	I Can ...			
3.RL.1	Ask and answer questions about a text I have read, I can look back at the text to find answers			
3.RL.2	Retell stories using details and use them to understand the main idea			
3.RL.6	Compare my point of view to that of the narrator or characters			
3.RL.9	Compare and contrast themes, settings, and plots of stories that have something in common, such as the same author			
RF.3.4	Comprehend while reading with accuracy and fluency			
RF.3.4a	Read with purpose and understanding			
RF.3.4b	Read aloud with accuracy, fluency, and expression			
RF.3.4c	Use context clues or reread text to correctly read and understand unfamiliar words			
RL.3.5	Use proper terms to name parts of text, Describe how the parts build upon each other			
L.3.5	Tell the difference between the literal and non literal meanings of words and phrases			
L.3.5a	Understand word relationships and differences in word meanings			
L.3.5c	Understand the differences between related words			
INSTRUCTIONAL PROGRESSION				
Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary
<i>During Week 1</i> <i>Elements of a Mystery</i>	<u>The Case of The Missing Monkey</u> By Cynthia Rylant	<ol style="list-style-type: none">Read Aloud (3-5x per week)Direct Instruction (<i>mini-lessons, guided reading</i>)<ul style="list-style-type: none">Answer the question: What is a Mystery?How to preview a mysteryDetermine what makes a clue (specific words, causes you to pause in reading, etc.)Tracking Clues in a MysteryContinue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza)Shared Reading	<ul style="list-style-type: none">Explain what a mystery is orally and in writingPreview a mysteryDetermine what makes a clueWrite about clues found in mysteriesTrack clues in a mysteryOther evidence:<ul style="list-style-type: none">During conferences (individual or small group) determine why students chose the clues they did	mystery clue

English Language Arts

		<ol style="list-style-type: none"> Guided Reading <ul style="list-style-type: none"> Lowest Reading Levels 3x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week Independent Reading Confer with students Response to Text Foundational Skills Word Study Vocabulary Closure/Share/Reflection <ul style="list-style-type: none"> What is a mystery? What makes a mystery different from other fiction? 	<ul style="list-style-type: none"> to track <ul style="list-style-type: none"> Teacher observation of student fluency and correct use of poetry terminology 	
<p><i>During Week 2</i></p> <p><i>Determine What Makes a Story a Mystery/ Mystery Vocabulary</i></p>	<p>Detective LaRue by Mark Teague</p>	<ol style="list-style-type: none"> Read Aloud (3-5x per week) Direct Instruction <ul style="list-style-type: none"> Answer, "What is the Mystery?" Make numerous predictions during mystery reading Define mystery vocabulary Find examples of mystery vocabulary (shades of meaning) Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) Shared Reading Guided Reading <ul style="list-style-type: none"> Lowest Reading Levels 3x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week Independent Reading Confer with students Response to Text Foundational Skills Word Study Vocabulary Closure/Share/Reflection <ul style="list-style-type: none"> How can understanding mystery vocabulary help me understand what I am reading? How do I determine the answers to mystery? 	<ul style="list-style-type: none"> Explain what makes a story a mystery <ul style="list-style-type: none"> Review student writing that answers what is the mystery in their texts Make numerous predictions during mystery reading <ul style="list-style-type: none"> Review student writing about reading for predictions made throughout their reading of mysteries Define mystery vocabulary (shades of meaning) During conferences (individual or small group) <ul style="list-style-type: none"> Analyze students' ability to find examples of mystery vocabulary in individual texts Other evidence: <ul style="list-style-type: none"> Teacher observation of student fluency and correct use of poetry terminology 	<p>prediction main detective sidekick suspect crime alibi evidence motive red herring</p>
<p><i>During</i></p>	<p>Finish:</p>	<ol style="list-style-type: none"> Read Aloud (3-5x per week) 	<ul style="list-style-type: none"> Revise ideas about a text when new 	<p>revisions</p>

English Language Arts

<p>Week 3</p> <p><i>Comparing and Contrasting my thoughts to those of the narrator (or other character)</i></p>	<p>Young Cam Jansen By D. Adler</p>	<ol style="list-style-type: none"> 2. Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> • Revising ideas about a text when new information emerges • Analyze ideas/thoughts that are similar to a character in the story • Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) 3. Shared Reading 4. Guided Reading <ul style="list-style-type: none"> • Lowest Reading Levels 3x per week • On Grade Reading Levels 2x per week • Above Grade Reading Levels 1-2x per week 5. Independent Reading 6. Confer with students 7. Response to Text 8. Foundational Skills 9. Word Study 10. Vocabulary 11. Closure/Share/Reflection <ul style="list-style-type: none"> • How are my ideas different or the same as the characters in the story? How are my ideas the same or different from the narrator? 	<p>information emerges</p> <ul style="list-style-type: none"> • Review student writing about reading for revisions to predictions, suspects, clues, based on new information gained • Analyze ideas/thoughts that are similar to a character in the story <ul style="list-style-type: none"> • Review student writing about reading---analyzing their ideas versus a character's idea in the story • Compare and contrast their ideas to that of a character's ideas in the story <ul style="list-style-type: none"> • During conferences (individual or small group) <ul style="list-style-type: none"> ◦ Analyze students' ability to compare and contrast their ideas to that of a characters ideas in the story • Compare and contrast to the same character • Compare and contrast their thoughts to multiple characters in the text • Other Evidence: <ul style="list-style-type: none"> • Teacher observation of student fluency and correct use of poetry terminology 	<p>comparing contrasting analyze narrator multiple</p>
<p>By the End of Week 4</p> <p><i>Comparing My Thoughts to Those of the Narrator (or other character)</i></p>	<p>Howliday Inn by James Howe</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction <ul style="list-style-type: none"> • Paired/Group discussions surrounding mysteries read • Analyze ideas/thoughts that are similar to a character in the story • Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) 3. Shared Reading 4. Guided Reading <ul style="list-style-type: none"> • Lowest Reading Levels 3x per week 	<ul style="list-style-type: none"> • Engage in paired/group discussions surrounding mysteries • Analyze ideas/thoughts that similar to a character in the story • Review student writing about reading/analyzing their ideas versus a characters in the story • During conferences (individual or small group) <ul style="list-style-type: none"> ◦ Analyze students' ability to 	<p>paired discussions group discussions</p>

English Language Arts

		<ul style="list-style-type: none"> On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week <ol style="list-style-type: none"> Independent Reading Confer with students Response to Text Foundational Skills Word Study Vocabulary Closure/Share/Reflection <ul style="list-style-type: none"> How are my ideas different or the same as the characters in the story? How are my ideas the same or different from the narrator? 	<p>compare and contrast their ideas to that of a characters ideas in the story</p> <ul style="list-style-type: none"> Compare and contrast to the same character Compare and contrast their thoughts to multiple characters in the text <ul style="list-style-type: none"> Other Evidence <ul style="list-style-type: none"> Analyze students' paired and group discussions for: <ul style="list-style-type: none"> Active participation Preparedness Offering new ideas to be discussed Building off of other ideas offered Teacher observation of student fluency and correct use of poetry terminology 	
<p><i>During Week 5</i></p> <p><i>Comparing Two Books by the Same Author</i></p>	<p>Finish <u>Howliday Inn</u> by James Howe</p>	<ol style="list-style-type: none"> Read Aloud (3-5x per week) Direct Instruction <ul style="list-style-type: none"> Analyze setting across the two books (similarities and differences) Analyze ways characters are the same across the two books Analyze story lines (plot) across the two books Continue Poem of the Week/Month – use for fluency, and proper terminology (i.e. stanza) Shared Reading Guided Reading <ul style="list-style-type: none"> Lowest Reading Levels 3x per week On Grade Reading Levels 2x per week Above Grade Reading Levels 1-2x per week Independent Reading Confer with students Response to Text Foundational Skills Word Study Vocabulary Closure/Share/Reflection 	<ul style="list-style-type: none"> Analyze setting across two books Review student writing about reading /analyzing the setting across two books (similarities and differences) <ul style="list-style-type: none"> Students will be able to analyze the ways characters are the same across two books Review student writing about reading analyzing the characters across two books (similarities and differences) Students will be able to analyze story lines (plot) across the two books Review student writing about reading analyzing the plot across two books (similarities and differences) Other Evidence: <ul style="list-style-type: none"> During conferences (individual or small group) 	<p>setting story lines plot</p>

English Language Arts

		<ul style="list-style-type: none">What elements can we compare and contrast in two books? What elements in a mystery help us solve the mystery?	<ul style="list-style-type: none">Students will be able to compare and contrast all aspects of two books (setting, plot, characters)Students will be able to both compare and contrast settingsStudents will be able to compare and contrast plot linesStudents will be able to both compare and contrast charactersTeacher observation of student fluency and correct use of poetry terminology	
DIFFERENTIATION				
Tiered Interventions following I&RS framework				
Respectful tasks based on readiness/ability, interests, learning profile; Flexible grouping				
Ongoing assessment				
RESOURCES				
The Amistad Commission's Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf				
ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY				
21 st Century/ Interdisciplinary Themes: Bold all that apply		21 st Century Skills: Bold all that apply		
<ol style="list-style-type: none">Global AwarenessFinancial, Economic, Business and Entrepreneurial LiteracyCivic LiteracyHealth LiteracyEnvironmental Literacy		<ol style="list-style-type: none">Creativity & InnovationCritical Thinking & Problem SolvingCommunication & CollaborationMedia LiteracyInformation LiteracyInformation, Communication & TechnologyLife & Career Skills		
Technology Infusion:				
Pearson Reading, Learn360, Razkids.com for leveled reading practice, iPad applications for standards, Google Classroom, Seesaw Journal				

English Language Arts

Lebanon Borough Public School Instructional Unit				
Content:	Language Arts Literacy – Writing			Grade: 3
Trimester:	3	Unit Title:	Opinion Writing	Pacing: 4-5 weeks
ESSENTIAL QUESTION				
<ul style="list-style-type: none">How can I show how I feel about the world around me?How can I use words to express my opinions?				
TARGET STANDARDS				
ELA NJSLS	I Can...			
W.3.1	Write an opinion piece with reasons to support it			
W.3.1a	Organize my writing to support an opinion			
W.3.1b	Use reasons to support an opinion			
W.3.1c	Use linking words and phrases to connect an opinion and reasons			
W.3.1d	Write concluding statements			
W.3.5	Plan, edit, and revise my writing			
W.3.6	Use technology to create, publish, and share my writing			
INSTRUCTIONAL PROGRESSION				
Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
<i>During Week 1</i> <i>Planning opinion pieces</i>	Scholastic News Debate articles What's Your Point? Books: <u>Should Children have Homework?</u> and <u>How Much TV Should We Watch?</u> Local newspapers Examples of student	<ol style="list-style-type: none">Read aloudDirect Instruction<ul style="list-style-type: none">Review opinionRead and discuss opinion articleIdentify methods author uses to convey opinionsProvide three choices of topics for opinion essaysIntroduce boxes and bullets format for planning opinion writingModel how to sketch introduction paragraph in reading notebooks using boxes and bulletsShared Writing/ Interactive WritingIndependent WritingConfer with studentsConventions, grammar, languageFoundational SkillsClosure/ Share/ Reflection	<ul style="list-style-type: none">Share opinions on topics, issues presented by teacherIdentify and explain opinion writing its elementsIdentity methods used to convey opinionDetermine three topicsPlan story continuationExplain purpose and organization of boxes and bullets organizer (attached)Sketch introductory paragraph	opinion method analyze boxes and bullets introduction

English Language Arts

	written/ adult written opinion pieces			
<p><i>During Week 2</i></p> <p><i>Drafting opinion piece</i></p>	<p>Local newspapers</p> <p>Examples of student written/ adult written opinion pieces</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction <ul style="list-style-type: none"> • Purpose/ importance of introductory paragraph • Various structures of introductory paragraph • Introduce writers' options for drafting a strong introductory paragraph <ul style="list-style-type: none"> ◦ Stating opinion ◦ Offering opposing opinion (Some people may think... however,...) ◦ Ask a question (Have you ever wondered...) • Model how to use boxes and bullets graphic organizer to develop an introduction 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills 8. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Explain purpose of introduction • Identify different structures of introduction • Categorize introduction paragraph structures • Draft several introductory paragraphs using writers' options • Select strongest option for own opinion piece 	<p>introductory options opposing</p>
<p><i>During Week 3</i></p> <p><i>"Beefing" up the draft</i></p>	<p>Local newspapers</p> <p>Examples of student written/ adult written opinion pieces</p> <p><u>Sophie Hartley</u> By Stephanie Greene</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction <ul style="list-style-type: none"> • Revisit read alouds for paragraph structure and discuss • Model five---sentence paragraph structure using graphic organizer (i.e. Hamburger, boxes and bullets, etc) • Model revising body paragraphs with emphasis on: <ul style="list-style-type: none"> ◦ Varied sentence structure ◦ Word choices 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 	<ul style="list-style-type: none"> • Examine texts for paragraphs structures • Develop body paragraphs of at least five sentences each • Share paragraphs with partner • Revise paragraphs with evidence of varied sentence structure and vivid word choice 	<p>five-sentence paragraph varied sentence structure word choice</p>

English Language Arts

	<u>Should We Watch?</u>	7. Foundational Skills 8. Closure/ Share/ Reflection		
<i>During Weeks 4-5</i> <i>Revise, edit and publish opinion piece</i>	Local newspapers Examples of student written/ adult written opinion pieces Anchor Text <u>The Best Town in The World</u> By Byrd Baylor	1. Read Aloud 2. Direct Instruction <ul style="list-style-type: none"> Continue drafting and revising body paragraphs Elements of a strong closing paragraph (needs to tie together all paragraphs, leave the reader with a clear idea of the writer's opinion and supporting reasons) Meet with individual or small groups for revision(s) Model editing individual and peer essay Publishing a final copy Sharing final copy Providing feedback (compliments and feedback) 3. Shared Writing/ Interactive Writing 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Foundational Skills 8. Closure/ Share/ Reflection	<ul style="list-style-type: none"> Develop body paragraphs of at least five sentences each Revise paragraphs with evidence of varied sentence structure and vivid word choice Add closing to draft with evidence of strong closing paragraph elements Share drafts with partner Edit personal piece as well as peer piece Publish piece (using technology when available) Share final piece 	closing
DIFFERENTIATION				
Tiered Interventions following I&RS framework Respectful tasks based on readiness/ability, interests, learning profile Flexible grouping Ongoing assessment Excerpt texts, sentence frames, and equity sticks				
RESOURCES				
http://www.readwritethink.org/files/resources/interactives/letter_generator/				
http://pbskids.org/newsflashfive/scoop/index.html				
http://teacher.scholastic.com/writewit/poetry/flash_pie.htm				
http://www.storybird.com				
https://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/				

English Language Arts

ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY	
21 st Century/ Interdisciplinary Themes: Bold all that apply	21 st Century Skills: Bold all that apply
<ol style="list-style-type: none"> 1. Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy 	<ol style="list-style-type: none"> Creativity & Innovation Critical Thinking & Problem Solving 3. Communication & Collaboration Media Literacy Information Literacy 6. Information, Communication & Technology Life & Career Skills
Technology Infusion: PearsonReading.com, Learn360, Razkids.com for leveled reading practice, iPad applications, Smarttechexchange.com, Google Classroom, Seesaw Journal	

Name_____

Date_____

Boxes and Bullets Graphic Organizer--- Opinion Writing

Topic Sentence:

Supporting reasons

•

•

•

Closing Sentence:

DIFFERENTIATION			
Special Education	ELL	I&RS	Enrichment
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy---Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> • Tiered Interventions following I&RS framework • I&RS Intervention Bank • Reading Street: Access for All • LLI (Tier III) • RazKids: running record support • www.StudyIsland.com • NJDOE resources • http://www.interventioncentral.org/response---to---intervention 	<ul style="list-style-type: none"> • Contents should be modified: abstraction, complexity, variety, organization • Process should be modified: higher order thinking skills, open---ended thinking, discovery • Products should be modified: real world problems, audiences, deadlines, evaluation, transformations • Learning environment should be modified: student---centered learning, independence, openness, complexity, groups varied • Activities aligned with above grade level text using DRA results • Jr. Great Books Library Activities • NJDOE resources
CROSS CURRICULAR RESOURCES			
The Amistad Commission's Literacy components for Primary Grades: http://njamistadcurriculum.net/			
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm			
ALIGNMENT TO 21 ST CENTURY SKILLS AND TECHNOLOGY			
21 st Century/ Interdisciplinary Themes: Bold all that apply		21 st Century Skills: Bold all that apply	
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy		Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills	

Technology Infusion				
College and Career Readiness Anchor Standards	Reading	Writing	Language	Other
<p>K-5 CCRA.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>CCRA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Grade 2 Students RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>Grade 5 Students RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>Grade 3- 5 Students</p> <p>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.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>Grade 2 Students L.2.4.d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>Grade 3 Students L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>Grade 4 Students L4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>Grade 5 Students L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Smart Board Applications</p> <p>Audio Books</p> <p>Digital Books</p>

Evidence of Student Learning

- Common benchmark
- DIBELS continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

Additional Texts

Various levels of text provided by Raz Kids, Fountas & Pinnell leveled readers and leveled libraries.

Career Ready Practices

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the folio career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.

CRP3.. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

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

9.1 Personal Financial Literacy

9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each. 9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions. 9.1.8.D.1

Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand

B: Career Exploration Number Standard Statement

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online

3rd-6th Grade ELA Assessments

Formative	Summative	Benchmark	Alternative
Observations: language (listening and speaking), writing, application of taught skills.	Reading Street Weekly Tests	Amplify's mCLASS Text Reading Comprehension	Portfolios
Exit slips	NJSLA	DIBELS 8th Ed.	Rubrics
Observation checklists	End-of-unit projects	RAZ Kids Benchmark Assessments	Interviews
Student interviews	Portfolios	Fountas & Pinnell Running Records	Essays
Student work samples		Freckle ELA Benchmark Assessments	Performance tasks
Journals		Orton-Gillingham Benchmark Assessments	Observation
Self-assessments			Exhibitions and demonstrations
Self-reflections			Journals
Peer-to-peer evaluations			Teacher-created tests
Performance tasks			Self and peer evaluation
Seesaw Journal			Seesaw Journal

