

Week	Marking Period 1	Week	Marking Period 3
1 (9/3 & 9/4)	<b>ELA Imagine It! Benchmark 1</b>	21 (1/25-1/29)	Novel Study - <u>Who was Neil Armstrong?</u> <b>ELA Imagine It! Benchmark 3 (optional)</b>
2 (9/8-9/11)	Unit 1 Lesson 1: <i>Rugby and Rosie</i>	22 (2/1-2/5)	Unit 4 Lesson 1: <i>Sun</i>
3 (9/16-9/18)	Unit 1 Lesson 2: <i>The Legend of Damon</i>	23 (2/8-2/11)	Unit 4 Lesson 2: <i>Grandmother Spider Steals the Sun</i>
4 (9/21-9/25)	Unit 1 Lesson 3: <i>Good-bye, 382...</i>	24 (2/16-2/19)	Unit 4 Lesson 3: <i>The Moon Seems to Change</i>
5 (9/28-10/2)	Unit 1 Lesson 4: <i>Beauty and the Beast</i>	25 (2/22-2/26)	<b>Research Simulation Task #3 - Guided</b> <i>Imagine It!</i> – The Sun/The Moon
6 (10/5-10/9)	Unit 1 Lesson 5: <i>Teammates</i>	26 (2/29-3/4)	Unit 4 Lesson 4: <i>Journey to the Moon</i>
7 (10/13-10/16)	Novel Study – <u>Who Was Jackie Robinson?</u>	27 (3/7-3/11)	Unit 4 Lesson 5: <i>Earth, Our Planet in Space</i>
8 (10/19-10/23)	Novel Study - <u>Who Was Jackie Robinson?</u> <b>Research Simulation Task #1 - Guided</b>	28 (3/14-3/18)	<b>Research Simulation Task #4 – Assessment</b> <b>Writing Task #4 - Assessment</b> <i>Countdown: “Natural /Man-Made Landmarks”</i> p.70-81
9 (10/26-10/30)	<b>Narrative Task – Guided</b> <i>Countdown</i> “Reyna’s Decision” <b>Writing Task #1– Assessment</b> <i>Countdown</i> “from <i>The Bobbsey Twins</i> ”	29 (3/21-3/24)	Unit 5 Lesson 1: <i>House on Maple Street</i>
10 (11/2-11/4)	Unit 2 Lesson 1: <i>One Small Place in a Tree</i>	30 (4/4-4/8)	Unit 5 Lesson 2: <i>Days of Digging</i>
Week	Marking Period 2	Week	Marking Period 4
11 (11/9-11/13)	Unit 2 Lesson 2: <i>Make Way for Ducklings</i>	31 (4/11-4/18)	Unit 5 Lesson 3: <i>Earthquake! The 1906...</i>
12 (11/16-11/20)	Unit 2 Lesson 3: <i>Wolf Island</i>	32 (4/18-4/22)	Unit 5 Lesson 4: <i>The Disappearing Island</i>
13 (11/23-11/25)	Novel Study - <u>Molly’s Pilgrim</u> <b>Writing Task #2 – Assessment</b> <i>Countdown: “Leafcutter Ants”</i> p.22-28	33 (4/25-4/29)	Unit 5 Lesson 5: <i>Whatever Happened to the Baxter Place?</i>
14 (11/30-12/4)	Unit 2 Lesson 5: <i>Crinkleroot’s Guide...</i>	34 (5/2 - 5/6)	Novel Study: Teacher choice <b>ELA Imagine It! Benchmark 5</b>
15 (12/7-12/11)	Unit 3 Lesson 1: <i>It’s A Deal!</i>	35 (5/9-5/13)	Novel Study: Teacher choice <b>ELA Imagine It! Benchmark 5</b>
16 (12/14-12/18)	Unit 3 Lesson 3: <i>Madam C.J. Walker...</i>	36 (5/23-5/27)	Unit 6 Lesson 1: <i>Tomas and the Library Lady</i>
17 (12/21-12/23)	<b>Research Simulation Task #2 - Guided</b> <i>Countdown: “Juliette Gordon Low”</i> p.11-21	37 (5/31-6/2)	Unit 6 Lesson 2: <i>Storm in the Night</i>
18 (1/4-1/8)	Unit 3 Lesson 4: <i>Lemons and Lemonade</i>	38 (6/6-6/10)	Unit 6 Lesson 3: <i>Pueblo Storyteller</i>
19 (1/11-1/15)	Unit 3 Lesson 5: <i>Uncle Jed’s Barbershop</i>	39 (6/13-6/17)	Unit 6 Lesson 4: <i>Johnny Appleseed</i>
20 (1/19- 1/22)	Novel Study - <u>Who Was Neil Armstrong?</u> <b>ELA Imagine It! Benchmark 3 (optional)</b>	40 (6/20-6/24)	Unit 6 Lesson 5: <i>McBroom and the Big Wind</i>

Important Dates: COGATS – 10/13-10/15

PARCC – Wayside 4/4-4/8 Wanamassa 4/18-4/22 OTES 4/25-4/29

\*Please be advised that the above is an approximate suggested pacing guide.

<b>Time Frame</b>	<b>September-November (10 weeks)</b>
<b>Topics</b>	
Integrated thematic study aligned with the Common Core State Standards adopted by New Jersey in 2010: Reading Literature/Informational Text/Foundational Skills, Writing, Speaking and Listening, and Language	
<b>Big Idea</b>	
Good readers and good writers use a variety of literacy skills to assist them with communication.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> How do readers make meaning from text?</li> <li>• <b>Writing:</b> Why do writers write?</li> <li>• <b>Speaking and Listening:</b> How do groups communicate the ideas of individuals?</li> <li>• <b>Language:</b> What comprises effective communication?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> Great literature addresses universal themes of human existence and conflict.</li> <li>• <b>Writing:</b> Writing helps us clarify, as well as express, our thoughts.</li> <li>• <b>Speaking and Listening:</b> Discussions help to build connections to others and create opportunities for learning.</li> <li>• <b>Language:</b> Using the parts of speech and conventions of the English language help us to communicate effectively.</li> </ul>	
<b>CCSS</b>	RL.3.1-5; RL.3.7; RL.3.9-10; RI.3.2-7; RI.3.9-10; RF.3.3; RF.3.3c; RF.3.4; RF.3.4a-c; W.3.2; W.3.2a-b & d; W.3.3; W.3.3a-d; W.3.4-7; W.3.10; SL.3.1; SL.3.1a-d; SL.3.2-3; SL.3.6; L.3.1; L.3.1a-d; L.3.1i; L.3.2; L.3.2b-c; L.3.2e-g; L.3.3; L.3.3a-b; L.3.4; L.3.4a-d; L.3.5; L.3.5b-c; L.3.6.
<b>Key Concepts and Skills</b>	
<p><b><u>Reading for Literature</u></b> Students will</p> <ul style="list-style-type: none"> <li>• ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.</li> <li>• recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, moral and explain how it is conveyed through key details in the text.</li> <li>• describe characters in a story (e.g., their traits, motivation, or feelings) and explain how their action contribute to the sequence of events.</li> <li>• determine the meaning of words and phrases as they are used in text, distinguishing literal from non-literal language.</li> <li>• refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part building on earlier section</li> </ul>	

- distinguish their own point of view from that of the narrator or those of characters.
- explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in the story (e.g., create mood, emphasize aspects of a character or setting).
- compare and contrast the themes, setting, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- read and comprehend literature, including stories, dramas, and poetry.

### **Reading for Informational Text**

Students will

- ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.
- determine the main idea of a text; recount the key details and explain how they support the main idea.
- describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- determine the meaning of general academic and domain-specific words and phrases in a text.
- use text features and search tool (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- use information gained from illustrations (e.g.; maps, photographs) and the words in text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- read and comprehend informational texts, including history/social studies, science, and technical texts.

### **Reading: Foundational Skills**

Students will

- know and apply grade-level appropriate phonics and word analysis skills in decoding words.
- decode multi-syllable words.
- read grade-appropriate irregularly spelled words.
- read with sufficient accuracy and fluency to support comprehension.
- read on-level text with purpose and understanding.
- read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading.
- use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

Students will

- write opinion pieces on topics or texts, supporting a point of view with reasons.
- introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- provide reasons that support the opinion.
- use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- provide a concluding statement or section.

- write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- introduce a topic and group related information together; include illustration when useful to aiding comprehension.
- develop the topic with facts, definitions, and details.
- use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- provide a concluding statement or section.
- write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and a clear event sequences.
- establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and event or show the response of characters to situations.
- use temporal words and phrases to signal event order.
- provide a sense of closure.
- produce writing in which the development and organization are appropriate to task and purpose.
- develop and strengthen writing as needed by planning, revising, and editing.
- use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- conduct short research projects that build knowledge about a topic.
- recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evident into provided categories.
- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- utilize the RACE strategy to compose effective open-ended responses.

### **Speaking and Listening**

Students will

- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.
- come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- explain their own ideas and understanding in the light of discussion.
- determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

- create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Language

#### Students will

- demonstrate the command of the conventions of standard English grammar and usage when writing or speaking.
- explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- form and use regular and irregular plural nouns.
- use abstract nouns (e.g., childhood)
- produce simple, compound, and complex sentences.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- use commas in addresses.
- use commas and quotation marks in dialogue.
- form and use possessives.
- use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- use spelling patterns and generalization (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- use knowledge of language and its conventions when writing, speaking, reading, or listening.
- choose words and phrases for effect.
- recognize and observe differences between the conventions of spoken and written standard English.
- determine or clarify the meaning of unknown and multiple-meaning word and phrases based on choosing flexibly from a range of strategies.
- use sentence-level context as a clue to the meaning of a word or phrase.
- use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- demonstrate understanding of word relationships and nuances in word meanings.
- identify real-life connections between words and their use (e.g., *describe people who are friendly or helpful*).
- distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- acquire and use accurately grade-appropriate conversations, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night, we went looking for them*).

### **Learning Activities**

**Reading for Literature/Informational Text/Foundational Skills**

- Chart/record prior knowledge, connections, and new learning.
- Discuss essential questions using the inquiry process and the Concept/Question board.
- Read orally with a partner and silently for fluency.
- Discuss reading selection, based on learned skills and strategies, with peers in partner-based, small-group, and whole-group instructional settings.
- Participate in workshop activities/learning center activities that relate to reading.
- Participate in word line activities on a daily basis, using encoding/decoding skills learned in previous years and/or lessons.
- Review phonics concepts as presented on wall cards.
- Read independently and silently for sustained amounts of time for enjoyment (D.E.A.R.).
- Participate in word line activities that focus upon vocabulary development and high frequency words.
- Think-Pair-Share Activity: Collaborate with a partner to respond to a focus question regarding the reading.
- Carousel Activity: Have students add to lists that recount events or describe characters in a story.
- Cause and Effect Activity: Write a cause and a related effect on sentence strips.
- With supervision, use online text features on informational text passages to locate information in order to complete a Research Simulation Task.
- With supervision, read eBooks and various grade-appropriate texts online.
- With supervision, participate in Smart Board interactive activities.

**Writing**

- Establish a Writer's Notebook.
- View writing in different stages of the writing process.
- Create and use graphic organizers.
- Become familiar with the Focus Correction Areas (FCAs) designated for Grade 3.
- Develop writing compositions that focus upon particular FCAs as directed by the teacher.
- Use a story map and other graphic organizers to develop a narrative.
- Compose first drafts from pre-writes.
- Compose daily writings that demonstrate understanding of previously taught lessons.
- Review sentence structure.
- Analyze writing samples and score using rubrics.
- Participate in workshop activities and learning centers.
- Compose written texts in the computer lab using keyboarding skills.
- Complete a Research Simulation Task (see RST Curriculum Map)
- Participate in the monthly *Write to Win!* open-ended response contests.

**Speaking and Listening**

- Read aloud orally with fluency.
- Listen to reading selections on audiotape.
- Connect information to prior knowledge and experiences.
- Add information, experiences, and ideas to concept board.
- Listen to selected literature as examples of writing text.
- Participate in small- and whole-group discussions.
- Participate in peer and teacher conferences.

- Participate in workshop activities and learning centers.
- Tell/retell story events and/or learned facts in response to questions.
- Answer questions using TTQA (Turn the question around).

**Language**

- Participate in daily word line and dictation activities.
- Be the Teacher: Conduct lesson on word lines, emphasizing nouns, verbs, and adjectives.
- Practice proofreading and editing skills by using “Daily News” do-nows.
- Identify parts of speech in writing.
- Identify vowel sounds and spelling patterns within words and writing passages.
- Identify subject and predicates in sentences.
- Participate in workshop activities and learning centers.

**Assessments**

- Informal teacher observations
- Open-ended response to prompts
- Oral fluency Assessments
- Rubric assessments of writing
- Authentic assessment: writing journal, class discussion, quick writes
- On demand writing tasks
- Research Simulation Task
- Self-Assessment
- Graded activity sheets
- Online benchmark assessments

**21<sup>st</sup> Century Skills**

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life and Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

**Interdisciplinary Connections**

Science  
 Social Studies  
 Art  
 Music  
 Technology

**Technology Integration**

Listening Library CD  
 Elmo  
 Internet Resources  
 Smart Responders  
 Smart Board

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<b>Topics</b>	
Integrated thematic study aligned with the Common Core State Standards adopted by New Jersey in 2010: Reading Literature/Informational Text/Foundational Skills, Writing, Speaking and Listening, and Language	
<b>Big Idea</b>	
Good readers and good writers use a variety of literacy skills to assist them with communication.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> What are the strategies that good readers use?</li> <li>• <b>Writing:</b> Why do writers write?</li> <li>• <b>Speaking and Listening:</b> How do people organize their thoughts to share with others?</li> <li>• <b>Language:</b> How does word choice impact meaning?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> Good readers use strategies to monitor their decoding and comprehension.</li> <li>• <b>Writing:</b> Good writers use complete thoughts in their writing, thereby conveying information accurately.</li> <li>• <b>Speaking and Listening:</b> People communicate their ideas in many different ways.</li> <li>• <b>Language:</b> Understanding word relationships improves vocabulary.</li> </ul>	
<b>CCSS</b>	RL.3.1-5; RL.3.7; RL.3.10; RI.3.1-5; RI.3.7-8; RI.3.10; RF.3.1a-d; RF.3.3; RF.3.3c-d; RF.3.4; W.3.2; W.3.2a-d; W.3.3; W.3.3a-d; W.3.4-7; W.3.10; SL.3.1; SL.3.1a-d; SL.3.2-3; SL.3.6; L.3.1; L.3.1a-b & g-i; L.3.2; L.3.2a; L.3.2e-f; L.3.4; L.3.4a & d; L.3.5; L.3.5b-c; L.3.6.
<b>Key Concepts and Skills</b>	
<b><u>Reading for Literature</u></b>	
Students will	
<ul style="list-style-type: none"> <li>• ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.</li> <li>• recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, moral and explain how it is conveyed through key details in the text.</li> <li>• describe characters in a story (e.g., their traits, motivation, or feelings) and explain how their action contribute to the sequence of events.</li> <li>• determine the meaning of words and phrases as they are used in text, distinguishing literal from non-literal language.</li> <li>• refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part building on earlier</li> </ul>	



section.

- explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., *create a mood, emphasize aspects of a character or setting*).
- read and comprehend literature, including stories, dramas, and poetry.

### **Reading for Informational Text**

Students will

- ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.
- determine the main idea of a text and recount details in explaining how they support the main idea.
- describe the relationship between a series of events, ideas/concepts, or steps in a procedure, using language that pertains to time, sequence, and cause/effect.
- determine the meaning of general academic and domain-specific words in grade-appropriate texts.
- use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- use information gained from illustrations and words in a text to demonstrate understanding of the text.
- describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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Students will

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- introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
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- conduct short research projects that build knowledge about a topic.
- recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evident into provided categories.
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- follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- explain their own ideas and understanding in the light of discussion.
- determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**Language**

Students will

- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing or speaking.
- explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- form and use regular and irregular plural nouns.
- form and use comparative superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- use coordinating and subordinating conjunctions.
- produce simple, compound, and complex sentences.
- capitalize appropriate words in titles.
- use commas in addresses.
- use commas and quotation marks in dialogue.
- use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- use spelling patterns and generalization (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- recognize and observe differences between the conventions of spoken and written standard English.
- determine or clarify the meaning of unknown and multiple-meaning word and phrases based on choosing flexibly from a range of strategies.
- use sentence-level context as a clue to the meaning of a word or phrase.
- use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- demonstrate understanding of word relationships and nuances in word meanings.
- identify real-life connections between words and their use (e.g., *describe people who are friendly or helpful*).
- acquire and use accurately grade-appropriate conversations, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night, we went looking for them.*).

**Learning Activities****Reading for Literature/Informational Text/Foundational Skills**

- Chart/record prior knowledge, connections, and new learning.
- Discuss essential questions using the inquiry process and the concept/question board.
- Read orally with a partner and silently for fluency.
- Discuss reading selection, based on learned skills and strategies, with peers in partner-based, small-group, and whole-group instructional settings.
- Participate in workshop activities/learning center activities that relate to reading.
- Participate in word line activities on a daily basis, using encoding/decoding skills learned in previous years and/or lessons.
- Review phonics concepts as presented on wall cards.
- Read independently and silently for sustained amounts of time for enjoyment (D.E.A.R.).
- Participate in word line activities that focus upon vocabulary development and high frequency words.

- Think-Pair-Share Activity: Collaborate with a partner to respond to a focus question regarding the reading.
- Carousel Activity: Have students add to lists that recount events or describe characters in a story.
- Cause and Effect Activity: Write a cause and a related effect on sentence strips.
- With supervision, use online text features on informational text passages to locate information.
- With supervision, read eBooks and various grade-appropriate texts online.
- With supervision, participate in Smart Board interactive activities.

### **Writing**

- Establish a Writer's Notebook.
- View writing in different stages of the writing process.
- Create and use graphic organizers.
- Become familiar with the Focus Correction Areas (FCAs) designated for Grade 3.
- Develop writing compositions that focus upon particular FCAs as directed by the teacher.
- Use a story map and other graphic organizers to develop a narrative.
- Compose first drafts from pre-writes.
- Compose daily writings that demonstrate understanding of previously taught lessons.
- Review sentence structure.
- Analyze writing samples and score using rubrics.
- Participate in workshop activities and learning centers.
- Compose written texts in the computer lab using keyboarding skills.
- Participate in the monthly *Write to Win!* open-ended response contests.
- complete a Research Simulation Task (see RST Curriculum Map).

### **Speaking and Listening**

- Read aloud orally with fluency.
- Listen to reading selections on audiotape.
- Connect information to prior knowledge and experiences.
- Add information, experiences, and ideas to concept board.
- Listen to selected literature as examples of writing text.
- Participate in small- and whole-group discussions.
- Participate in peer and teacher conferences.
- Participate in workshop activities and learning centers.
- Tell/retell story events and/or learned facts in response to questions.
- Answer questions using TTQA (Turn the question around).

### **Language**

- Participate in daily word line and dictation activities.
- Be the Teacher: Conduct lesson on word lines, emphasizing nouns, verbs, and adjectives.
- Practice proofreading and editing skills by using "Daily News" do-nows.
- Identify parts of speech in writing.
- Identify vowel sounds and spelling patterns within words and writing passages.
- Identify subject and predicates in sentences.
- Participate in workshop activities and learning centers.

### Assessments

- Informal teacher observations
- Open-ended response to prompts
- Oral fluency Assessments
- Rubric assessments of writing
- Authentic assessment: writing journal, class discussion, quick writes
- On demand writing tasks
- Self-Assessment
- Graded activity sheets
- Online benchmark assessments

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life and Career Skills	x	Information Literacy	x	Media Literacy		

### Interdisciplinary Connections

Science  
 Social Studies  
 Art  
 Music  
 Technology

### Technology Integration

Listening Library CD  
 Elmo  
 Internet Resources  
 Smart Responders  
 Smart Board

<b>Time Frame</b>	<b>January – March (10 weeks)</b>
<b>Topics</b>	
Integrated thematic study aligned with the Common Core State Standards adopted by New Jersey in 2010: Reading Literature/Informational Text/Foundational Skills, Writing, Speaking and Listening, and Language	
<b>Big Idea</b>	
Good readers and good writers use a variety of literacy skills to assist them with communication.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> Can good readers figure out what something says/means even if they do not know all of the words?</li> <li>• <b>Writing:</b> Why do we write?</li> <li>• <b>Speaking and Listening:</b> How has technology changed the ways we communicate ideas?</li> <li>• <b>Language:</b> How has technology changed the way we use language?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• <b>Writing:</b> Genre influences organization, technique, and style.</li> <li>• <b>Speaking and Listening:</b> Speakers support their ideas with evidence.</li> <li>• <b>Language:</b> Language has different meanings in different contexts.</li> </ul>	
<b>CCSS</b>	RL.3.2-5; RL.3.7; RL.3.10; RI.3.1-5; RI.3.7-8; RI.3.10; RF.3.3; RF.3.3a & c; RF.3.4a-c; W.3.2; W.3.2a-b & d; W.3.3; W.3.3c; W.3.4-7; W.3.10; SL.3.1; SL.3.1a-d; SL.3.2-3; SL.3.6; L.3.1; L.3.1a,f, & I; L.3.2; L.3.2a,e, & f; L.3.3; L.3.3b; L.3.4; L.3.4a-d; L.3.5-6.
<b>Key Concepts and Skills</b>	
<b><u>Reading for Literature</u></b>	
Students will	
<ul style="list-style-type: none"> <li>• recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, moral and explain how it is conveyed through key details in the text.</li> <li>• describe characters in a story (e.g., their traits, motivation, or feelings) and explain how their action contribute to the sequence of events.</li> <li>• determine the meaning of words and phrases as they are used in text, distinguishing literal from non-literal language.</li> <li>• refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part building on earlier section</li> <li>• distinguish their own point of view from that of the narrator or those of characters.</li> <li>• explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in the story (e.g., create mood, emphasize aspects of a character or setting).</li> </ul>	

- read and comprehend literature, including stories, dramas, and poetry.

### **Reading for Informational Text**

Students will

- ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.
- determine the main idea of a text; recount the key details and explain how they support the main idea.
- describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- determine the meaning of general academic and domain-specific words and phrases in a text.
- use text features and search tool (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- use information gained from illustrations (e.g.; maps, photographs) and the words in text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- read and comprehend informational texts, including history/social studies, science, and technical texts.

### **Reading: Foundational Skills**

Students will

- know and apply grade-level appropriate phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
- decode multi-syllable words.
- read grade-appropriate irregularly spelled words.
- read with sufficient accuracy and fluency to support comprehension.
- read on-level text with purpose and understanding.
- read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading.
- use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

Students will

- write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- introduce a topic and group related information together; include illustration when useful to aiding comprehension.
- develop the topic with facts, definitions, and details.
- write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and a clear event sequences.
- establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and event or show the response of characters to situations.
- use temporal words and phrases to signal event order.
- provide a sense of closure.

- produce writing in which the development and organization are appropriate to task and purpose.
- develop and strengthen writing as needed by planning, revising, and editing.
- use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- conduct short research projects that build knowledge about a topic.
- recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evident into provided categories.
- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- utilize the RACE strategy to compose effective open-ended responses.

### **Speaking and Listening**

Students will

- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.
- come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- explain their own ideas and understanding in the light of discussion.
- determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **Language**

Students will

- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- use abstract nouns (e.g., childhood)
- ensure subject-verb and pronoun-antecedent agreement.
- form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- use coordinating and subordinating conjunctions.
- produce simple, compound, and complex sentences.
- demonstrate command of the conventions of standard English capitalization, punctuation, and



spelling when writing.

- capitalize appropriate words in titles.
- use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- use spelling patterns and generalization (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- use knowledge of language and its conventions when writing, speaking, reading, or listening.
- recognize and observe differences between the conventions of spoken and written standard English.
- determine or clarify the meaning of unknown and multiple-meaning word and phrases based on choosing flexibly from a range of strategies.
- use sentence-level context as a clue to the meaning of a word or phrase.
- determine the meaning of new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- demonstrate understanding of word relationships and nuances in word meanings.
- identify real-life connections between words and their use (e.g., *describe people who are friendly or helpful*).
- acquire and use accurately grade-appropriate conversations, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night, we went looking for them.*).

## **Learning Activities**

### **Reading for Literature/Informational Text/Foundational Skills**

- Chart/record prior knowledge, connections, and new learning.
- Discuss essential questions using the inquiry process and the concept/question board.
- Read orally with a partner and silently for fluency.
- Discuss reading selection, based on learned skills and strategies, with peers in partner-based, small-group, and whole-group instructional settings.
- Participate in workshop activities/learning center activities that relate to reading.
- Participate in word line activities on a daily basis, using encoding/decoding skills learned in previous years and/or lessons.
- Review phonics concepts as presented on wall cards.
- Read independently and silently for sustained amounts of time for enjoyment (D.E.A.R.).
- Participate in word line activities that focus upon vocabulary development and high frequency words.
- Think-Pair-Share Activity: Collaborate with a partner to respond to a focus question regarding the reading.
- Carousel Activity: Have students add to lists that recount events or describe characters in a story.
- Cause and Effect Activity: Write a cause and a related effect on sentence strips.
- With supervision, use online text features on informational text passages to locate information.
- With supervision, read eBooks and various grade-appropriate texts online.
- With supervision, participate in Smart Board interactive activities.

**Writing**

- Establish a Writer's Notebook.
- View writing in different stages of the writing process.
- Create and use graphic organizers.
- Become familiar with the Focus Correction Areas (FCAs) designated for Grade 3.
- Develop writing compositions that focus upon particular FCAs as directed by the teacher.
- Use a story map and other graphic organizers to develop a narrative.
- Compose first drafts from pre-writes.
- Compose daily writings that demonstrate understanding of previously taught lessons.
- Review sentence structure.
- Analyze writing samples and score using rubrics.
- Participate in workshop activities and learning centers.
- Compose written texts in the computer lab using keyboarding skills.
- Participate in the monthly *Write to Win!* open-ended response contests.
- Complete a Research Simulation Task (see RST Curriculum Map)

**Speaking and Listening**

- Read aloud orally with fluency.
- Listen to reading selections on audiotape.
- Connect information to prior knowledge and experiences.
- Add information, experiences, and ideas to concept board.
- Listen to selected literature as examples of writing text.
- Participate in small- and whole-group discussions.
- Participate in peer and teacher conferences.
- Participate in workshop activities and learning centers.
- Tell/retell story events and/or learned facts in response to questions.
- Answer questions using TTQA (Turn the question around).

**Language**

- Participate in daily word line and dictation activities.
- Be the Teacher: Conduct lesson on word lines, emphasizing nouns, verbs, and adjectives.
- Practice proofreading and editing skills by using "Daily News" do-nows.
- Identify parts of speech in writing.
- Identify vowel sounds and spelling patterns within words and writing passages.
- Identify subject and predicates in sentences.
- Participate in workshop activities and learning centers.

**Assessments**

- Informal teacher observations
- Open-ended response to prompts
- Oral fluency Assessments
- Rubric assessments of writing
- Authentic assessment: writing journal, class discussion, quick writes
- On demand writing tasks
- Self-Assessment
- Graded activity sheets

- Online benchmark assessments

**21<sup>st</sup> Century Skills**

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life and Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

**Interdisciplinary Connections**

Science  
 Social Studies  
 Art  
 Music  
 Technology

**Technology Integration**

Listening Library CD  
 Elmo  
 Internet Resources  
 Smart Responders  
 Smart Board

**TIME FRAME****April- June (10 Weeks)****Topics**

Integrated thematic study aligned with the Common Core State Standards adopted by New Jersey in 2010: Reading Literature/Informational Text/Foundational Skills, Writing, Speaking and Listening, and Language

**Big Idea**

Good readers and good writers use a variety of literacy skills to assist them with communication.

**Essential Questions**

- **Reading:** How do readers monitor comprehension?
- **Writing:** What are the strategies that good writers use?
- **Speaking and Listening:** How does a writer/speaker identify an audience and deliver a purpose?
- **Language:** How is spoken language different from written language?

**Enduring Understandings**

- **Reading:** Fluent readers group words quickly to help them gain meaning from what they read.
- **Writing:** Authors write for many different purposes.
- **Speaking and Listening:** Digital media and visual displays are tools to enhance communication.
- **Language:** Effective word choice impacts meaning and style.

**CCSS**

RL.3.1-5; RL.3.7; RI.3.2-5; RI.3.7-8; RI.3.10; RF.3.3; RF.3.3a & c; RF.3.4; RF.3.4a-c; W.3.1; W.3.1a-d; W.3.2; W.3.2a-d; W.3.4-8; W.3.10; SL.3.1; SL.3.1.a-d; SL.3.2; SL.3.3; SL.3.6; L.3.1; L.3.1e; L.3.2; L.3.2b & f; L.3.3; L.3.3a; L.3.4; L.3.4a-d; L.3.5; L.3.5a-c; L.3.6.

**Key Concepts and Skills****Reading for Literature**

Students will

- ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.
- recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, moral and explain how it is conveyed through key details in the text.
- describe characters in a story (e.g., their traits, motivation, or feelings) and explain how their action contribute to the sequence of events.
- determine the meaning of words and phrases as they are used in text, distinguishing literal from non-literal language.
- refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part building on earlier section.
- distinguish their own point of view from that of the narrator or those of characters.
- explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in the story (e.g., create mood, emphasize aspects of a character or setting).
- read and comprehend literature, including stories, dramas, and poetry.

**Reading for Informational Text**

Students will

- ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.
- determine the main idea of a text; recount the key details and explain how they support the main idea.
- describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- determine the meaning of general academic and domain-specific words and phrases in a text.
- use text features and search tool (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- use information gained from illustrations (e.g.; maps, photographs) and the words in text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- compare and contrast the most important points and key details presented in two texts on the same topic.
- read and comprehend informational texts, including history/social studies, science, and technical texts.

**Reading: Foundational Skills**

Students will

- know and apply grade-level appropriate phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
- decode multi-syllable words.
- read with sufficient accuracy and fluency to support comprehension.
- read on-level text with purpose and understanding.
- read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading.
- use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**

Students will

- write opinion pieces on topics or texts, supporting a point of view with reasons.
- introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- provide reasons that support the opinion.
- provide a concluding statement or section.
- write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- introduce a topic and group related information together; include illustration when useful to aiding comprehension.
- develop the topic with facts, definitions, and details.
- use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- produce writing in which the development and organization are appropriate to task and purpose.

- develop and strengthen writing as needed by planning, revising, and editing.
- use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- conduct short research projects that build knowledge about a topic.
- recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evident into provided categories.
- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- utilize the RACE strategy to compose effective open-ended responses.

### **Speaking and Listening**

Students will

- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.
- come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- explain their own ideas and understanding in the light of discussion.
- determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **Language**

Students will

- demonstrate the command of the conventions of standard English grammar and usage when writing or speaking.
- use abstract nouns (e.g., childhood)
- form and use regular and irregular verbs.
- form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
- produce simple, compound, and complex sentences.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- use commas in addresses.
- use spelling patterns and generalization (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words.
- use knowledge of language and its conventions when writing, speaking, reading, or listening.

- choose words and phrases for effect.
- determine or clarify the meaning of unknown and multiple-meaning word and phrases based on choosing flexibly from a range of strategies.
- use sentence-level context as a clue to the meaning of a word or phrase.
- determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- distinguish the literal and non-literal meaning of words and phrases in context (e.g., *take steps*).
- demonstrate understanding of word relationships and nuances in word meanings.
- identify real-life connections between words and their use (e.g., *describe people who are friendly or helpful*).
- acquire and use accurately grade-appropriate conversations, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night, we went looking for them.*).

## **Learning Activities**

### **Reading for Literature/Informational Text/Foundational Skills**

- Chart/record prior knowledge, connections, and new learning.
- Discuss essential questions using the inquiry process and the concept/question board.
- Read orally with a partner and silently for fluency.
- Discuss reading selection, based on learned skills and strategies, with peers in partner-based, small-group, and whole-group instructional settings.
- Participate in workshop activities/learning center activities that relate to reading.
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- Cause and Effect Activity: Write a cause and a related effect on sentence strips.
- With supervision, use online text features on informational text passages to locate information.
- With supervision, read eBooks and various grade-appropriate texts online.
- With supervision, participate in Smart Board interactive activities.

### **Writing**

- Establish a Writer's Notebook.
- View writing in different stages of the writing process.
- Create and use graphic organizers.
- Become familiar with the Focus Correction Areas (FCAs) designated for Grade 3.
- Develop writing compositions that focus upon particular FCAs as directed by the teacher.
- Use a story map and other graphic organizers to develop a narrative.
- Compose first drafts from pre-writes.
- Compose daily writings that demonstrate understanding of previously taught lessons.

- Review sentence structure.
- Analyze writing samples and score using rubrics.
- Participate in workshop activities and learning centers.
- Compose written texts in the computer lab using keyboarding skills.
- Participate in the monthly *Write to Win!* open-ended response contests.
- Complete a Research Simulation Task (see RST Curriculum Map)

### **Speaking and Listening**

- Read aloud orally with fluency.
- Listen to reading selections on audiotape.
- Connect information to prior knowledge and experiences.
- Add information, experiences, and ideas to concept board.
- Listen to selected literature as examples of writing text.
- Participate in small- and whole-group discussions.
- Participate in peer and teacher conferences.
- Participate in workshop activities and learning centers.
- Tell/retell story events and/or learned facts in response to questions.
- Answer questions using TTQA (Turn the question around).

### **Language**

- Participate in daily word line and dictation activities.
- Be the Teacher: Conduct lesson on word lines, emphasizing nouns, verbs, and adjectives.
- Practice proofreading and editing skills by using “Daily News” do-nows.
- Identify parts of speech in writing.
- Identify vowel sounds and spelling patterns within words and writing passages.
- Identify subject and predicates in sentences.
- Participate in workshop activities and learning centers.

## **Assessments**

- Informal teacher observations
- Open-ended response to prompts
- Oral fluency Assessments
- Rubric assessments of writing
- Authentic assessment: writing journal, class discussion, quick writes
- On demand writing tasks
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- Online benchmark assessments

## **21<sup>st</sup> Century Skills**

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life and Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

## **Interdisciplinary Connections**

Science



Social Studies  
Art  
Music  
Technology

**Technology Integration**

Listening Library CD  
Elmo  
Internet Resources  
Smart Responders  
Smart Board