

Week	Marking Period 1 (September-November)	Week	Marking Period 3 (January-March)
1	Benchmark 1 (completed by the end of first full week in September)	21	Unit 4: Lesson 1 <i>Scientific Method</i>
2	Unit 1: Lesson 1 <i>Island of the Blue Dolphins</i>	22	Unit 4: Lesson 2 <i>Magnetism</i>
3	Unit 1: Lesson 2 <i>Two Tickets to Freedom</i>	23	Unit 4: Lesson 2 <i>Magnetism</i>
4	Unit 1: Lesson 3 <i>Mrs. Frisby and the Crow</i>	24	Unit 4: Lesson 3 <i>Case of Gasping Garbage</i>
5	Unit 1: Lesson 4 <i>Langston Hughes: Poet of the People</i> *Close Reading Activity for Literary Analysis #1	25	Unit 4: Lesson 4 <i>How Ben Franklin Stole Lightning</i>
6	Unit 1: Lesson 5 <i>Daedalus and Icarus</i>	26	Unit 4: Lesson 5 <i>How Fast Do You Eat Your Ice Cream?</i>
7	Benchmark 2 and Literary Analysis #1 Langston Hughes	27	Benchmark 5 and Literary Analysis #2 *The Case of the Gasping Garbage
8	Novel study	28	Novel study
9	Unit 2: Lesson 1 <i>Snowflake: Water Cycle</i>	29	Unit 5: Lesson 1 <i>The Golden Spike</i> *Close Reading Activity for Research Simulation #2
10	Unit 2: Lesson 2 <i>Energy Makes Things Happen</i>	30	Unit 5: Lesson 2 <i>John Henry Races the Steam Drill</i>
Week	Marking Period 2 (November-January)	Week	Marking Period 4 (March-June)
11	Unit 2: Lesson 3 <i>Who Eats What?</i>	31	Unit 5: Lesson 3 <i>Immigrant Children</i>
12	Unit 2: Lesson 4 <i>What Rot? Nature's Mighty Recycler</i>	32	Unit 5: Lesson 4 <i>The Dust Bowl</i>
13	Unit 2: Lesson 5 <i>Great Kapok Tree</i> *Close Reading Activity for Research Simulation #1	33	Unit 5: Lesson 5 <i>Pop's Bridge</i>
14	Benchmark 3 and Research Simulation #1 Unit 2: Lesson 5: Writing a Persuasive Letter	34	Benchmark 6 and Research Simulation #2 The Golden Spike
15	Unit 3: Lesson 1 <i>U.S. Constitution and You</i>	35	Novel study
16	Unit 3: Lesson 2 <i>Benjamin Banneker: Pioneer Scientist</i>	36	Unit 6: Lesson 1 <i>Erandi's Braids</i>
17	Unit 3: Lesson 3 <i>Striking It Rich: California Gold Rush</i>	37	Unit 6: Lesson 2 <i>My Rows and Piles of Coins</i>
18	Unit 3: Lesson 4 <i>Covered Wagon Girl: Sallie Hester</i>	38	Unit 6: Lesson 3 <i>A Spoon For Every Bite</i>
19	Unit 3: Lesson 5 <i>Abe Lincoln: Sixteenth President</i>	39	Unit 6: Lesson 4 <i>Three Fables</i>
20	Benchmark 4 and Novel Study	40	Unit 6: Lesson 5 <i>Business is Looking Up</i> Benchmark 7

*Please be advised that this is an approximate pacing guide.

Time Frame	September-November (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	
To communicate effectively, good readers and good writers use a variety of literacy skills.	
Essential Questions	
<ul style="list-style-type: none"> • Reading: What determines the themes of a story or poem? • Writing: What are the components of an opinion writing piece? • Speaking and Listening: What techniques can an effective speaker employ? • Language: What comprises effective communication? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Reading: Good readers use strategies to monitor their decoding and comprehension. • Writing: Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. • Speaking and Listening: We speak for a variety of audiences and purposes. Listening carefully enables us to gain information about the world around us. • Language: Using the parts of speech and conventions of the English language in speaking and writing help us to communicate effectively. 	
CCSS	RL.4.1-7; RL.4.9-10; RI.4.1-5; RI.4.6 & 9-10; RF.4.3a; RF.4.4a-b; W.4.1a,b,d; W.4.2a-e; W.4.3a-e; W.4.4-5; W.4.8-10; W.4.9a-b; W.4.10; SL.4.1a-d; SL.4.2-6; L.4.1f; L.4.2a-d; L.4.3a; L.4.4a-c; L.4.5a-c; L.4.6.
Key Concepts and Skills	
<p><u>Reading for Literature</u> Students will</p> <ul style="list-style-type: none"> • refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • determine a theme of a story, drama, or poem from details in the text; summarize the text. • describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). • determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). • explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. 	

- compare and contrast the point of view from which different stories are narrated, including the differences between first-and third-person narrations.
- make connections between the text of a story or drama and a visual or oral presentation of the text, indentifying where each version reflects specific descriptions and directions in the text.
- compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- by the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades -5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading for Informational Text

Students will

- refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- determine the main idea of a text and explain how it is supported by key details; summarize the text.
- explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, bases on specific information in the text. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade topic or subject area.
- describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- explain how an author uses reasons and evidence to support particular points in a text.
- integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

Students will

- know and apply grade-level phonics and word analysis skills in decoding words.
- use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- 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 readings.

Writing

Students will

- write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- provide reasons that are supported by facts and details
- link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- provide a concluding statement or section related to the opinion presented.
- write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- link ideas within categories of information using words and phrases (e.g., another, for examples, also, because).
- use precise language and domain-specific vocabulary to inform about or explain the topic.
- provide a concluding statement or section related to the information or explanation presented.
- write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- use dialogue and description to develop experiences and events or show the responses of characters to situations.
- use a variety of transitional words and phrases to manage the sequence of events.
- use concrete words and phrases and sensory details to convey experiences and events precisely.
- provide a conclusion that follows from the narrated experiences or events.
- produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- with some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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.
- draw evidence from literary or informational texts to support analysis, reflection, and research.

- write routinely over extended time frames and shorter time frames 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 with diverse partners on grade topics and texts, 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 discussions and carry out assigned roles.
- pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- identify the reasons and evidence a speaker provides to support particular points.
- report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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Language

Students will

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- use correct capitalization.
- use commas and quotation marks to mark direct speech and quotations from a text
- use a comma before a coordinating conjunction in a compound sentence.
- spell grade-appropriate words correctly, consulting references as needed.
- use knowledge of language and its conventions when writing, speaking, or listening.
- choose words and phrases to convey ideas precisely.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from a range of strategies.
- use context as a clue to the meaning of a word or phrase.

- use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise of key words and phrases.
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- explain the meaning of simple similes and metaphors in context.
- recognize and explain the meaning of common idioms, adages, and proverbs.
- demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.
- acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- ensure subject-verb and pronoun-antecedent agreement.
- choose words and phrases for effect.

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. Cut in half. Have students identify which is the cause and which is the effect.
- 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

- Identify the Six Traits of Writing and implement them in writing.
- Establish a journal of daily entries.

- 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 to develop a narrative.
- Compose first drafts from pre-writes.
- Compose daily writings that demonstrate understanding of previously taught lessons.
- Review sentence structure.
- Compose a friendly letter and send to another class of peers.
- 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 monthly *Write to Win!* open-ended response writing 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 long vowels and long-vowel 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
- Self-Assessment
- Graded activity sheets

- On-line benchmark assessments
- Smart Responder Activities

21st Century Skills

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

Interdisciplinary Connections

Science
 Social Studies
 Art
 Music
 Technology

Technology Integration

Listening Library CDs
 Smart Board Activities
 Elmo
 Teacher Tube
 Internet Resources
 Blogs
 Wikis
 Online Benchmarks
 Use of Smart Responders

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text.

- compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- by the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades -5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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- read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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- orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- use dialogue and description to develop experiences and events or show the responses of characters to situations.
- use concrete words and phrases and sensory details to convey experiences and events precisely.
- produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- with some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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.
- draw evidence from literary or informational texts to support analysis, reflection, and research.
- write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
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Students will

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topics and texts, building on others' ideas and clearly expressing their own.

- 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 discussions and carry out assigned roles.
- pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- identify the reasons and evidence a speaker provides to support particular points.
- report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language

Students will

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- use correct capitalization.
- use commas and quotation marks to mark direct speech and quotations from a text
- use a comma before a coordinating conjunction in a compound sentence.
- spell grade-appropriate words correctly, consulting references as needed.
- use knowledge of language and its conventions when writing, speaking, or listening.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from a range of strategies.
- use context as a clue to the meaning of a word or phrase.
- use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise of key words and phrases.
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- explain the meaning of simple similes and metaphors in context.
- recognize and explain the meaning of common idioms, adages, and proverbs.
- demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.

- acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- ensure subject-verb and pronoun-antecedent agreement.
- choose words and phrases for effect.

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. Cut in half. Have students identify which is the cause and which is the effect.
- 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

- Identify the Six Traits of Writing and implement them in writing.
- Establish a journal of daily entries.
- 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 to develop a narrative.
- Compose first drafts from pre-writes.
- Compose daily writings that demonstrate understanding of previously taught lessons.
- Review sentence structure.
- Compose a friendly letter and send to another class of peers.
- 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 writing 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 long vowels and long-vowel 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
- Self-Assessment
- Graded activity sheets
- Online benchmark assessments
- Smart Responder Activities

21st Century Skills

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

Interdisciplinary Connections

Science
Social Studies

Art
Music
Technology

Technology Integration

Listening Library CDs
Smart Board Activities
Elmo
Teacher Tube
Internet Resources
Blogs
Wikis
Online Benchmarks
Use of Smart Responders

Time Frame	January -March (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	
To communicate effectively, good readers and good writers use a variety of interrelated literacy skills.	
Essential Questions	
<ul style="list-style-type: none"> • Reading: What strategies do good readers use? • Writing: What strategies do good writers use? • Speaking and Listening: What techniques can an effective speaker employ? • Language: What comprises effective communication? 	
CCSS	RL.4.1-5; RL.4.9-10; RI.4.1-5; RI.4.7-10; RF.4.3a; RF.4.4a-b; W.4.1a,b; W.4.2a-e; W.4.3a-b,d; W.4.8; W.4.9a-b; W.4.10; SL.4.1a-d; SL.4.2-6; L.4.1f; L.4.2a-d; L.4.3a; L.4.4a-c; L.4.5a-c; L.4.6.
Enduring Understandings	
<ul style="list-style-type: none"> • Reading: Good readers use strategies to monitor their decoding and comprehension. • Reading: Good readers use resources to help them figure out new words. • Writing: Rules, conventions of language, help readers understand what is being communicated. • Speaking and Listening: Oral discussion helps to build connections to others and create opportunities for learning. • Language: Using the parts of speech and conventions of the English language in speaking and writing help us to communicate effectively. 	
Key Concepts and Skills	
<p><u>Reading for Literature</u> Students will</p> <ul style="list-style-type: none"> • refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • determine a theme of a story, drama, or poem from details in the text; summarize the text. • describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). • determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 	

- explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- make connections between the text of a story or drama and a visual or oral presentation of the text, indentifying where each version reflects specific descriptions and directions in the text.
- compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- by the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades -5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading for Informational Text

Students will

- refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- determine the main idea of a text and explain how it is supported by key details; summarize the text.
- explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, bases on specific information in the text.
- determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade topic or subject area.
- describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- explain how an author uses reasons and evidence to support particular points in a text.
- integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

Students will

- know and apply grade-level phonics and word analysis skills in decoding words.
- use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- 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 readings.

- 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 and information.
- introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- provide reasons that are supported by facts and details
- link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- link ideas within categories of information using words and phrases (e.g., another, for examples, also, because).
- use precise language and domain-specific vocabulary to inform about or explain the topic.
- provide a concluding statement or section related to the information or explanation presented.
- write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- use dialogue and description to develop experiences and events or show the responses of characters to situations.
- use concrete words and phrases and sensory details to convey experiences and events precisely.
- produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- with some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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.
- draw evidence from literary or informational texts to support analysis, reflection, and research.

- write routinely over extended time frames and shorter time frames 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 with diverse partners on grade topics and texts, 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 discussions and carry out assigned roles.
- pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- identify the reasons and evidence a speaker provides to support particular points.
- report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language

Students will

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- form and use prepositional phrases.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- use correct capitalization.
- use commas and quotation marks to mark direct speech and quotations from a text.
- use a comma before a coordinating conjunction in a compound sentence.
- spell grade-appropriate words correctly, consulting references as needed.
- use knowledge of language and its conventions when writing, speaking, reading, or listening.
- choose words and phrases to convey ideas precisely.
- differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from a range of strategies.
- use context as a clue to the meaning of a word or phrase.

- use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise of key words and phrases.
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- explain the meaning of simple similes and metaphors in context.
- recognize and explain the meaning of common idioms, adages, and proverbs.
- demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.
- acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- ensure subject-verb and pronoun-antecedent agreement.
- choose words and phrases for effect.

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. Cut in half. Have students identify which is the cause and which is the effect.
- 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

- Identify the Six Traits of Writing and implement them in writing.
- Establish a journal of daily entries.

- 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 to develop a narrative.
- Compose first drafts from pre-writes.
- Compose daily writings that demonstrate understanding of previously taught lessons.
- Review sentence structure.
- Compose a friendly letter and send to another class of peers.
- 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 writing 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 long vowels and long-vowel 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
- Self-Assessment
- Graded activity sheets

- Online benchmark assessments
- Smart Responder Activities

21st Century Skills

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

Interdisciplinary Connections

Science
 Social Studies
 Art
 Music
 Technology

Technology Integration

Listening Library CDs
 Smart Board Activities
 Elmo
 Teacher Tube
 Internet Resources
 Blogs
 Wikis
 Online Benchmarks
 Use of Smart Responders

Time Frame	April-June (10 weeks)
<p>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</p>	
Big Idea	
<p>To communicate effectively, good readers and good writers use a variety of interrelated literacy skills.</p>	
Essential Questions	
<ul style="list-style-type: none"> • Reading: What strategies do good readers use? • Writing: What strategies do good writers use? • Speaking and Listening: What techniques can an effective speaker employ? • Language: What comprises effective communication? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Reading: Good readers use strategies to monitor their decoding and comprehension. • Reading: Good readers use resources to help them figure out new words. • Writing: Rules, conventions of language, help readers understand what is being communicated. • Speaking and Listening: Oral discussion helps to build connections to others and create opportunities for learning. • Language: Using the parts of speech and conventions of the English language in speaking and writing help us to communicate effectively. 	
CCSS	<p>RL.4.1-7; RL.4.9-10; RI.4.1-10; RF.4.3a; RF.4.4a-b; W.4.1a,b,d; W.4.2a-e; W.4.3a-e; W.4.4-5; W.4.7-10; SL.4.1a-d; SL.4.2-6; L.4.1f; L.4.2a-d; L.4.3a; L.4.4a-c; L.4.5a-c; L.4.6.</p>
Key Concepts and Skills	
<p><u>Reading for Literature:</u> Students will</p> <ul style="list-style-type: none"> • refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • determine a theme of a story, drama, or poem from details in the text; summarize the text. • describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). • determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). • explain major differences between poems, drama, and prose, and refer to the structural 	

elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

- compare and contrast the point of view from which different stories are narrated, including the differences between first-and third-person narrations.
- make connections between the text of a story or drama and a visual or oral presentation of the text, indentifying where each version reflects specific descriptions and directions in the text.
- compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- by the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades -5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading for Informational Text

Students will

- refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- determine the main idea of a text and explain how it is supported by key details; summarize the text.
- explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, bases on specific information in the text. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade topic or subject area.
- describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- explain how an author uses reasons and evidence to support particular points in a text.
- integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

Students will

- know and apply grade-level phonics and word analysis skills in decoding words.
- use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- 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 readings.

- 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 and information.
- introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- provide reasons that are supported by facts and details.
- provide a concluding statement or section related to the opinion presented.
- write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
- link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- provide a concluding statement or section related to the opinion presented.
- write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- link ideas within categories of information using words and phrases (e.g., another, for examples, also, because).
- use precise language and domain-specific vocabulary to inform about or explain the topic.
- provide a concluding statement or section related to the information or explanation presented.
- write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- use dialogue and description to develop experiences and events or show the responses of characters to situations.
- use concrete words and phrases and sensory details to convey experiences and events precisely.
- provide a conclusion that follows from the narrated experiences or events.
- produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- with some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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.
- draw evidence from literary or informational texts to support analysis, reflection, and research.
- apply grade 4 Reading standards to literature.
- write routinely over extended time frames and shorter time frames 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 with diverse partners on grade topics and texts, 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 discussions and carry out assigned roles.
- pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- identify the reasons and evidence a speaker provides to support particular points.
- report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language

Students will

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- use correct capitalization.
- use commas and quotation marks to mark direct speech and quotations from a text.
- use a comma before a coordinating conjunction in a compound sentence.
- spell grade-appropriate words correctly, consulting references as needed.
- use knowledge of language and its conventions when writing, speaking, or listening.
- choose words and phrases to convey ideas precisely.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from a range of strategies.
- use context as a clue to the meaning of a word or phrase.
- use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise of key words and phrases.
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- explain the meaning of simple similes and metaphors in context.
- recognize and explain the meaning of common idioms, adages, and proverbs.
- demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.
- acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- ensure subject-verb and pronoun-antecedent agreement.
- choose words and phrases for effect.

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. Cut in

half. Have students identify which is the cause and which is the effect.

- 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

- Identify the Six Traits of Writing and implement them in writing.
- Establish a journal of daily entries.
- 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 to develop a narrative.
- Compose first drafts from pre-writes.
- Compose daily writings that demonstrate understanding of previously taught lessons.
- Review sentence structure.
- Compose a friendly letter and send to another class of peers.
- 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 long vowels and long-vowel 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
- Self-Assessment
- Graded activity sheets
- Online benchmark assessments
- Smart Responder Activities

21st Century Skills

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

Interdisciplinary Connections

Science
 Social Studies
 Art
 Music
 Technology

Technology Integration

Listening Library CDs
 Smart Board Activities
 Elmo
 Teacher Tube
 Internet Resources
 Blogs
 Wikis
 Online benchmarks
 Use of Smart Responders