

NEPTUNE CITY SCHOOL DISTRICT

Wonders ELA Curriculum Grade 3



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

(Date of curriculum)

Document *

NEPTUNE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Anthony Susino, President

Drisana Lashley, Vice President

Kimberly Bale

David Calhoun

Erica Connor

Sharon Dellett

Michele McGuigan

Bruce Wescott

Sheri Zanni

SCHOOL DISTRICT ADMINISTRATION

Dr. Raymond J. Boccuti
Chief School Administrator, Principal

George Gahles
School Business Administrator, Board Secretary

Michael Haynes
Supervisor of Special Services

SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

ELA CURRICULUM GRADE 3

Table of Contents

Acknowledgements

District Mission Statement

Unit 1	page 7
Unit 2	page 24
Unit 3	page 41
Unit 4	page 60
Unit 5	page 78
Unit 6	page 95

NEPTUNE CITY SCHOOL DISTRICT
WONDERS ELA-GRADE 3

Acknowledgements

Neptune Township School District is dedicated to preparing our students with the skills and knowledge necessary to be effective contributors and active participants of the 21st century. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to think critically and become effective communicators.

The curriculum writers recognize that students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. They must also learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. As a result, all curricula have been intentionally and coherently structured to develop rich content knowledge within and across grades.

It is with great pleasure that the NTSD acknowledges the contributions of the curriculum writers, Erin McBride, Lindsay McCue, Deborah Peniston, Felecia Smith-Louis and Elizabeth Stracher with the guidance of Lakeda Demery-Alston, Supervisor of Humanities and ESL/Bilingual and Sally A. Millaway, Ed.D, Director for Curriculum, Instruction, and Assessment. They have designed a curriculum that fosters and promotes critical thinking and effective communication. All curricula ensure that students are able to demonstrate independence, comprehend as well as critique, value evidence, respond to varying demands of audience, task, purpose and discipline, use technology and understand other perspectives and cultures. They are to be commended for their efforts and dedication in promoting the highest quality education for the students of Neptune.

DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- X Recognize one's own feelings and thoughts
- X Recognize the impact of one's feelings and thoughts on one's own behavior
- X Recognize one's personal traits, strengths and limitations
- X Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- X Recognize the skills needed to establish and achieve personal and educational goals
- X Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- X Recognize and identify the thoughts, feelings, and perspectives of others
- X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- X Demonstrate an understanding of the need for mutual respect when viewpoints differ
- X Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- X Develop, implement and model effective problem solving and critical thinking skills
- X Identify the consequences associated with one's action in order to make constructive choices
- X Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- X Establish and maintain healthy relationships

- X Utilize positive communication and social skills to interact effectively with others
- X Identify ways to resist inappropriate social pressure
- X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- X Identify who, when, where, or how to seek help for oneself or others when needed

Unit Plan Title	Unit 1
Suggested Time Frame	September / October- 6 Weeks

Overview / Rationale
In this unit, students will read and understand narrative nonfiction, realistic fiction, and argumentative texts. They will use text features and text structure to understand a text. They will check their comprehension by using text evidence to respond to and write about texts. Students will also identify compound words, plurals, and build their vocabulary. They will learn how people from different cultures contribute to a community and how landmarks help us understand our country's story. This unit focuses on planning, drafting, revising, editing, and publishing a personal narrative and an opinion essay.

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards - English Language Arts</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1h Use coordinating and subordinating conjunctions.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2a Capitalize appropriate words in titles.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). [5 lessons]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

L.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5 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.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Diversity, Equity, and Inclusion

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include Sharing Cultures, and Yoon and the Jade Bracelet.

Unit 1 Weeks 1 & 2:

- Genre Focus: NARRATIVE NONFICTION
- Essential Question: How do people from different cultures contribute to a community?

Unit 1 Weeks 3 & 4:

- Genre Focus: REALISTIC FICTION
- Essential Question: What can traditions teach you about cultures?

Unit 1 Week 5:

- Genre Focus: ARGUMENTATIVE TEXT
- Essential Question: How do landmarks help us understand our country's story?

Unit 1 Week 6:

- Genre Focus: REVIEW, EXTEND, AND ASSESS

Enduring Understandings:

Students will be able to understand:

- Narrative Nonfiction readers organize information into categories as they read.
- Narrative nonfiction and hybrid texts combine a narrative storytelling structure with expository information.
- Realistic Fiction stories could have actually occurred to people or animals in a believable setting.
- Realistic Fiction stories resemble real life, and fictional characters within these stories react similarly to real people.
- In Argumentative texts, the author is trying to persuade or convince the reader of something.
- Argumentative texts take a position or stance on an issue.
- Readers change their lenses because there are different ways to read texts depending on the text structure.

Knowledge:

Students will know:

- How people from different cultures contribute to communities
- How traditions can teach us about culture

Skills:

Students will be able to...

- Read and understand narrative nonfiction
- Read and understand realistic fiction

<ul style="list-style-type: none"> • How landmarks help us understand our country's story 	<ul style="list-style-type: none"> • Read and understand argumentative text • Use text evidence to respond to narrative nonfiction, realistic fiction, and argumentative text • Read and understand social studies and science texts
--	---

Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access
Teacher Resources
Wonders Teacher's Edition Unit 1 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards

Stage 2 – Assessment Evidence
<p>Pre-Assessments:</p> <ul style="list-style-type: none"> • Placement and Diagnostic Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Selection Tests • Conference notes • Small group work notes

- Running Records

Summative Assessments:

- Benchmark Assessments

Stage 3 – Learning Plan

Week 1

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud

Shared read: Reading/Writing Companion

Shared read vocabulary: Reading/Writing Companion

Shared read compound words: Reading/Writing Companion

Grammar

Sentences and fragments

Spelling

Short vowels a,i

Lesson 2

Reading

Shared read ask & answer questions: Reading/Writing Companion

Shared read Text Features: Reading/Writing Companion

Shared read Text Structure: Chronology: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read: Reading/Writing Companion

Phonics

Reading/Writing Companion: Short vowels a,i

Reading/Writing Companion: Word families

Lesson 3

Reading

Anchor Text: Literature Anthology Gary the Dreamer

Anchor Text: Literature Anthology-Take notes about text

Grammar

Sentences and fragments

Spelling

Short vowels a,i

Lesson 4

Reading

Anchor Text: Literature Anthology Gary the Dreamer

Anchor Text: Literature Anthology-Take notes about text

Writing

Personal Narrative-Reading/Writing Companion-Expert Model

https://connected.mcgraw-hill.com/mheliibs/projects/ebook-reader/1.13.1/player-reflowable.html#/main?bookUrl=https:%2F%2Fcatalog.mcgraw-hill.com%2Fsecure%2F7HMWD4L1WCBWW6KGO7PBV51S61:s%3D3E1BD3187370283C9D00093EEE032E77&readerType=new&pageMode=single&connectEDBaseUrl=https:%2F%2Fconnected.mcgraw-hill.com&stateCode=NJ&mghApi=https:%2F%2Fconnected.mcgraw-hill.com%2Frd14t%2Fdynamic%2F1721210761%2FMGH_EBOOK_AP.Ljs&mghCourseID=XEVBB5YN3FJJKEl8F5O4CFZL7Y&mghClassID=F8C2QJSPWVZOOT8WM6RfWKZSCM&page=90

Grammar

Sentences and fragments

Spelling

Short vowels a,i

Lesson 5

Reading

Anchor Text:Literature Anthology Gary the Dreamer

Expand Vocabulary

Writing

Personal Narrative-Reading/Writing Companion-Choose Your Topic

Grammar

Sentences and fragments

Spelling

Short vowels a,i

Week 2

Lesson 6

Reading

Anchor Text:Literature Anthology Gary the Dreamer

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Writing

Personal Narrative-Reading/Writing Companion-Choose Your Topic

Grammar

Commands & Exclamations

Spelling

Short vowels e,o,u

Lesson 7

Reading

Paired Selection:Literature Anthology “Sharing Cultures”

Paired Selection:Literature Anthology Take Notes about Text

Expand vocabulary-Synonyms

Writing

Personal Narrative-Reading/Writing Companion-Plan:Sequence of Events

Grammar

Commands & Exclamations

Spelling

Short vowels e,o,u

Lesson 8**Reading**

Paired Selection:Literature Anthology “Sharing Cultures”

Author’s Craft:Reading/Writing Companion-Author’s Purpose

Expand vocabulary-Compound Words

Phonics

Reading/Writing Companion-Short vowels e,o,u

Reading/Writing Companion-Inflectional endings

Fluency

Reading/Writing Companion-Fluency

Writing

Personal Narrative-Reading/Writing Companion-Plan:Sequence of Events

Grammar

Commands & Exclamations

Spelling

Short vowels e,o,u

Lesson 9**Reading**

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Writing

Personal Narrative-Reading/Writing Companion-Draft

<https://connected.mcgraw-hill.com/ww/altWritingLesson.do;ww=A0F2316C0986ABCC307975CF0C4D2FF1?writingLessonId=500022829552>

Grammar

Commands & Exclamations

Spelling

Short vowels e,o,u

Lesson 10**Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=3KW2JLLH1HOCTE5DKNQ6MDMLQQ&originalDayId=LYPGWBGWKDF8NLRGFHM56JMFKE©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Writing

Personal Narrative-Reading/Writing Companion-Draft

Grammar

Commands & Exclamations

Spelling

Short vowels e,o,u

Week 3

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-Ready for Aloha

Shared read: Reading/Writing Companion-"The Dream Catcher"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Context Clues:Reading/Writing Companion

Grammar

Subjects

Spelling

Final e

Lesson 2

Reading

Shared read Visualize:Reading/Writing Companion

Shared read Plot:Character Perspective:Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion:Final e

Reading/Writing Companion:Inflectional endings:Drop Final e

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Cultural Traditions

Grammar

Subjects

Spelling

Final e

Lesson 3

Reading

Anchor Text:Literature Anthology Yoon and the Jade Bracelet

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Reinforce the Words

Grammar

Subjects

Spelling

Final e

Lesson 4

Reading

Anchor Text:Literature Anthology Yoon and the Jade Bracelet

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Connect to Writing

Grammar

Subjects

Spelling

Final e

Lesson 5

Reading

Anchor Text:Literature Anthology Yoon and the Jade Bracelet

Expand Vocabulary-Word Squares

Writing

Personal Narrative Story-Reading/Writing Companion-Plan:Revise

Grammar

Subjects

Spelling

Final e

Week 4

Lesson 6

Reading

Anchor Text:Literature Anthology Yoon and the Jade Bracelet

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Writing

Personal Narrative-Reading/Writing Companion-Revise

Grammar

Predicates

Spelling

Long a

Lesson 7

Reading

Paired Selection:Literature Anthology “Family Traditions”

Paired Selection:Literature Anthology Take Notes about Text

Expand vocabulary-Antonyms

Writing

Personal Narrative-Reading/Writing Companion-Peer Conferencing

Grammar

Predicates

Spelling

Long a

Lesson 8

Reading

Paired Selection:Literature Anthology “Family Traditions”

Author's Craft:Reading/Writing Companion-Author's Purpose
Expand vocabulary-Context Clues

Phonics

Reading/Writing Companion-Long a:ay, ai, a_e, ea,eigh,ei, ey

Reading/Writing Companion-Plurals -s and -es

Fluency

Reading/Writing Companion-Fluency

Expand Vocabulary

Context Clues

Writing

Personal Narrative-Reading/Writing Companion-Edit & Proofread

Grammar

Predicates

Spelling

Long a

Lesson 9

Reading

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Writing

Personal Narrative-Reading/Writing Companion-Edit & Proofread

Grammar

Predicates

Spelling

Long a

Lesson 10

Reading

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=GRSWHNRYVE6FER4DOHMLJHLSE&originalDayId=15PTYCGY1DVVD2Q1MJQZ7J76QQ©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Writing

Personal Narrative-Reading/Writing Companion-Publish, Present, & Evaluate

Grammar

Predicates

Spelling

Long a

Week 5

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-America's Landmarks and Memorials

Shared read: Reading/Writing Companion-"Preserve & Protect"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Multiple-meaning words:Reading/Writing Companion

Grammar

Simple & Compound Sentences

Spelling

Long o

Lesson 2

Reading

Shared read Ask and Answer Questions:Reading/Writing Companion

Shared read Text Features:Captions, Maps, and Side Bars:Reading/Writing Companion

Shared read Central Idea and Relevant Details: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion:Long o: o, ow, o_e, oa, oe

Reading/Writing Companion:Compound Words

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Landmarks in Your State

Grammar

Simple & Compound Sentences

Spelling

Long o

Lesson 3

Reading

Anchor Text:Literature Anthology Protecting Our Parks

Anchor Text:Literature Anthology-Take notes about text

Respond to Reading:Write About the Anchor Text:Reading/Writing Companion

Expand Vocabulary

Reinforce the Words

Grammar

Simple & Compound Sentences

Spelling

Long o

Lesson 4

Reading

Paired Selection:Literature Anthology "5 Questions For George McDonald"

Paired Selection:Literature Anthology-Take notes about text

Author's Craft:Author's Claim-Reading/Writing Companion

Expand Vocabulary

Connect to Writing

Writing

Opinion Essay-Reading/Writing Companion Plan:Expert Model

Opinion Essay-Reading/Writing Companion Plan:Choose Your Topic

Opinion Essay-Reading/Writing Companion Plan:Research

Grammar

Simple & Compound Sentences

Spelling

Long o

Lesson 5

Reading

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand Vocabulary-Word Squares

Assessment

Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=83VPSHOK74Y92DT6ZOZTCRXBZY&originalDayId=1J479813BPQ1N18ORDDZ6WSC5O©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Writing

Opinion Essay-Reading/Writing Companion Plan:Draft

Grammar

Simple & Compound Sentences

Spelling

Long o

UNIT 1 WEEK 6- Genre Focus: REVIEW, EXTEND, AND ASSESS

Day 1

Reading

Reading Digitally-Soccer is America's Game

Reader's Theater-Take me to your Litter

Social Studies-Reading/Writing Companion-Steel Drums of the Caribbean & Career Day

Social Studies-Reading/Writing Companion-Compare the Passages

Writing

Opinion Essay-Reading/Writing Companion-Draft

Day 2

Reading

Reading Digitally-Soccer is America's Game

Reader's Theater-Take me to your Litter

Social Studies-Reading/Writing Companion-Steel Drums of the Caribbean & Career Day

Social Studies-Reading/Writing Companion-Compare the Passages

Writing

Opinion Essay-Reading/Writing Companion-Revise

Day 3**Reading**

Reader's Theater-Take me to your Litter

Science-Reading/Writing Companion-Saving Desert Treasures & Protecting the Pronghorn

Science-Reading/Writing Companion-Compare the Passages

Writing

Opinion Essay-Reading/Writing Companion-Peer Conferencing

Day 4**Reading**

Reader's Theater-Take me to your Litter

Science-Reading/Writing Companion-Saving Desert Treasures & Protecting the Pronghorn

Science-Reading/Writing Companion-Compare the Passages

Writing

Opinion Essay-Reading/Writing Companion-Edit & Proofread

Day 5**Reading**

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Reflect on Your Learning

Writing

Opinion Essay-Reading/Writing Companion-Publish, Present, and Evaluate

Assessment-Summative Assessment

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=RE11H7RHLX3TND3KEBM6PPRMVY&originalDayId=EPDLNP6ZW MQ8WY3GXJ31FDQM4E©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation

- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=B2VC1OYZFKDV61LGG6Z7J76TJ8&originalDayId=JB3JV38TMHW2PH65H5OFMVE8GO©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively);

Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=TOLY6E9GY4JZGCOL2RQ4KHW1GO&originalDayId=JB3JV38TMHW2PH65H5OFMVE8GO©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=ZF4JCL35CGYP5WKHYD8B BXKSGM&originalDayId=JB3JV38TMHW2PH65H5OFMVE8GO©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level

- KWL (Know, Want to Know, Learned)/KWLH(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 2
Suggested Time Frame	October/November- 6 Weeks

Overview / Rationale

In this unit, students will read and understand expository text, historical fiction, and poetry texts. They will use text features and text structure to understand a text. They will check their comprehension by using text evidence to respond to and write about texts. Students will also identify and use different kinds of nouns, use singular & plural nouns correctly, and build their vocabulary. They will learn how people make government work, why people immigrate to new places, and how people figure things out. This unit focuses on planning, drafting, revising, editing, and publishing a realistic fiction story, and a free verse poem.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1h Use coordinating and subordinating conjunctions.
- L.3.1i Produce simple, compound, and complex sentences.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2a Capitalize appropriate words in titles.
- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). [5 lessons]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

L.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5 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.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and

shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

Career Awareness and Planning:

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Diversity, Equity, and Inclusion

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include Empanada Day and Sailing to America.

Unit 2 Weeks 1 & 2:

- Genre Focus: EXPOSITORY TEXT
- Essential Question: How do people make government work?

Unit 2 Weeks 3 & 4:

- Genre Focus: HISTORICAL FICTION
- Essential Question: Why do people immigrate to new places?

Unit 2 Week 5:

- Genre Focus: POETRY
- Essential Question: How do people figure things out?

Unit 2 Week 6:

- Genre Focus: REVIEW, EXTEND, AND ASSESS

Enduring Understandings:

Students will be able to understand:

- Expository texts typically follow one of five formats: cause and effect, compare and contrast, description, problem and solution, and sequence
- Expository text has a clear purpose: to educate the reader. While it may also entertain or persuade the reader, these are secondary benefits and not the author's goal.
- Historical Fiction stories take place during the past in real locations during real time periods in history.

	<ul style="list-style-type: none"> • Historical Fiction stories are based on real events but have fictional aspects mixed in. • Poetry tells a story and appeals to feelings or senses. • Poetry uses imaginative words to share ideas, emotions or a story with a reader.
Knowledge: <i>Students will know:</i> <ul style="list-style-type: none"> • How people make government work. • Why people immigrate to new places • How people figure things out 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> • Read and understand expository text • Read and understand historical fiction • Read and understand poetry • Use text evidence to respond to expository text, historical fiction, and poetry • Read and understand social studies and science texts

Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access
Teacher Resources
Wonders Teacher's Edition Unit 2 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards

Stage 2 – Assessment Evidence

Pre-Assessments:

- Placement and Diagnostic Assessment

Formative Assessments:

- Selection Tests
- Conference notes
- Small group work notes
- Running Records

Summative Assessments:

- Benchmark Assessments

Stage 3 – Learning Plan

Week 1

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-All About Elections

Shared read: Reading/Writing Companion-"Every Vote Counts"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Prefixes:Reading/Writing Companion

Grammar

Kinds of Nouns

Spelling

Long i and Long u

Lesson 2

Reading

Shared read ask & answer questions:Reading/Writing Companion-Reread

Shared read Text Features-Headings & Bar Graphs:Reading/Writing Companion

Shared read Author's Claim: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion:Long i: i, ie,igh,i_e,y; Long u:u,u_e,ew

Reading/Writing Companion:Plural words with y to i

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Workers in your community

Grammar

Kinds of Nouns

Spelling

Long i and Long u

Lesson 3**Reading**

Anchor Text:Literature Anthology Vote!

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Reinforce the Words

Grammar

Kinds of Nouns

Spelling

Long i and Long u

Lesson 4**Reading**

Anchor Text:Literature Anthology Vote!

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Connect to Writing

Writing

Realistic Fiction Story-Reading/Writing Companion-Expert Model of Events

Grammar

Kinds of Nouns

Spelling

Long i and Long u

Lesson 5**Reading**

Anchor Text:Literature Anthology Vote!

Expand Vocabulary-Word Squares

Writing

Realistic Fiction Story-Reading/Writing Companion-Plan:Choose Your Topic

Grammar

Kinds of Nouns

Spelling

Long i and Long u

Week 2**Lesson 6****Reading**

Anchor Text:Literature Anthology Vote!

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Writing

Realistic Fiction story-Reading/Writing Companion-Choose Your Topic

Grammar

Singular & Plural Nouns

Spelling

Long e

Lesson 7

Reading

Paired Selection:Literature Anthology “A Plan for the People”

Paired Selection:Literature Anthology Take Notes about Text

Expand vocabulary-Using a Dictionary

Writing

Realistic Fiction Story-Reading/Writing Companion-Plan:Sequence of Events

Grammar

Singular & Plural Nouns

Spelling

Long e

Lesson 8

Reading

Paired Selection:Literature Anthology “A Plan for the People”

Author’s Craft:Reading/Writing Companion-Author’s Purpose

Expand vocabulary-Prefixes re-,un-,dis-,mis-

Phonics

Reading/Writing Companion-Long e:e,ea,ee,e_e,ie,ey,y

Reading/Writing Companion-Inflectional endings

Fluency

Reading/Writing Companion-Fluency

Writing

Realistic Fiction Story-Reading/Writing Companion-Plan:Sequence of Events

Grammar

Singular and Plural Nouns

Spelling

Long e

Lesson 9

Reading

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Writing

Realistic Fiction-Reading/Writing Companion-Draft

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=3QEN8QHPE56BHCGBXS1DQMRN8&originalDayId=SLFD8LFRD6W7LPCM4Q1KJH2OT4©SeqNo=7VWEC9ZPSLB3PGH71ODXEYVQ>

Grammar

Singular & Plural Nouns

Spelling

Long e

Lesson 10

Reading

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=X98QV2XZO7981ZLLLL95WEHC11&originalDayId=9HRXHJ8RX5PTNN5BCQHZVD6SXQ©SeqNo=7VWEC9ZPSLB3PGH71ODXEYVQ>

Writing

Realistic Fiction Story-Reading/Writing Companion-Draft

Grammar

Singular & Plural Nouns

Spelling

Long e

Week 3

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-Our Story Cloth

Shared read: Reading/Writing Companion-"Sailing to America"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Figurative Language:Reading/Writing Companion

Grammar

Special Nouns

Spelling

Words with Silent Letters

Lesson 2

Reading

Shared read Make Predictions:Reading/Writing Companion

Shared read Plot:Character Development:Reading/Writing Companion

Shared read Theme: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion: Words with Silent Letters

Reading/Writing Companion: Singular and plural possessives

Fluency

Reading/Writing Companion: Fluency

Research & Inquiry: Reading/Writing Companion-Immigration to the United States

Grammar

Special Nouns

Spelling

Words with Silent Letters

Lesson 3

Reading

Anchor Text: Literature Anthology The Castle on Hester Street

Anchor Text: Literature Anthology-Take notes about text

Expand Vocabulary

Reinforce the Words

Grammar

Special Nouns

Spelling

Words with Silent Letters

Lesson 4

Reading

Anchor Text: Literature Anthology The Castle on Hester Street

Anchor Text: Literature Anthology-Take notes about text

Expand Vocabulary

Connect to Writing

Grammar

Special Nouns

Spelling

Words with Silent Letters

Lesson 5

Reading

Anchor Text: Literature Anthology The Castle on Hester Street

Expand Vocabulary-Word Squares

Writing

Realistic Fiction Story-Reading/Writing Companion-Plan: Revise

Grammar

Special Nouns

Spelling

Words with Silent Letters

Week 4

Lesson 6

Reading

Anchor Text:Literature Anthology The Castle on Hester Street

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Writing

Realistic Fiction story-Reading/Writing Companion-Revise

Grammar

Combining Sentences

Spelling

Three letter blends

Lesson 7

Reading

Paired Selection:Literature Anthology “Next Stop, America”

Paired Selection:Literature Anthology Take Notes about Text

Expand vocabulary-Homographs

Writing

Realistic Fiction Story-Reading/Writing Companion-Peer Conferencing

Grammar

Combining Sentences

Spelling

Three Letter blends

Lesson 8

Reading

Paired Selection:Literature Anthology “Next Stop, America”

Author’s Craft:Reading/Writing Companion-Text Structure:Cause and Effect

Expand vocabulary-Prefixes re-,un-,dis-,mis-

Phonics

Reading/Writing Companion-Three Letter Blends

Reading/Writing Companion-Closed Syllables

Fluency

Reading/Writing Companion-Fluency

Expand Vocabulary

Figurative Language

Writing

Realistic Fiction Story-Reading/Writing Companion-Edit & Proofread

Grammar

Combining sentences

Spelling

Three Letter Blends

Lesson 9

Reading

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Writing

Realistic Fiction-Reading/Writing Companion-Edit & Proofread

Grammar

Combining Sentences

Spelling

Three Letter Blends

Lesson 10**Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=T8HTYQD84LW3R3HGFG7GJWVHOO&originalDayId=5HBRGVZ314LO94NO8EPX51C9R4©SeqNo=7VWEC9ZPSLB3PGH71ODXEYVQ>

Writing

Realistic Fiction Story-Reading/Writing Companion-Publish, Present, & Evaluate

Grammar

Combining Sentences

Spelling

Three Letter Blends

Week 5**Lesson 1****Reading**

Introduce the concept and build knowledge

Interactive Read aloud-New Bike, Old Bike

Shared read: Reading/Writing Companion-"Empanada Day"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Figurative Language:Reading/Writing Companion

Grammar

Possessive Nouns

Spelling

Digraphs

Lesson 2**Reading**

Shared read Literary Elements:Alliteration & Rhymed Verse:Reading/Writing Companion

Shared read Text Structure-Limerick & Free Verse:Reading/Writing Companion

Shared read Character Perspective: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion:Digraphs

Reading/Writing Companion:Open Syllables

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Immigration to the United States

Research & Inquiry: Famous Inventors:Reading/Writing Companion

Grammar

Possessive Nouns

Spelling

Digraphs

Lesson 3

Reading

Anchor Text:Literature Anthology “The Inventor Thinks Up Helicopters” & “Ornithopter”

Anchor Text:Literature Anthology-Take notes about text

Respond to Reading:Write About the Anchor Text:Reading/Writing Companion

Expand Vocabulary

Reinforce the Words

Grammar

Possessive Nouns

Spelling

Digraphs

Lesson 4

Reading

Paired Selection:Literature Anthology “Montgolfier Brothers’ Hot Air Balloon”

Paired Selection:Literature Anthology-Take notes about text

Author’s Craft:Rhyme Scheme-Reading/Writing Companion

Expand Vocabulary

Connect to Writing

Writing

Poetry-Reading/Writing Companion Plan:Choose Your Topic

Poetry-Reading/Writing Companion Plan:Ideas

Grammar

Possessive Nouns

Spelling

Digraphs

Lesson 5

Reading

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand Vocabulary-Word Squares

Assessment

Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=XF98SON8XNTL82M3JSD5NJ7ESM&originalDayId=K4EDM9ZY3CNB6QMTRDOOBCXFPM©SeqNo=7VWEC9ZPSLB3PGH71ODXEYVQ>

Writing

Poetry-Reading/Writing Companion Plan:Draft

Grammar

Possessive Nouns

Spelling

Digraphs

UNIT 2 WEEK 6- Genre Focus: REVIEW, EXTEND, AND ASSESS**Day 1****Reading**

Level Up Writing-From Good to Great

Reading Digitally- A Hunt to Help Frogs

Reader's Theater-Name the Character!

Science-Reading/Writing Companion-Lighting with Less & Someday

Science-Reading/Writing Companion-Compare the Passages

Writing

Poetry-Reading/Writing Companion-Draft

Day 2**Reading**

Reading Digitally- A Hunt to Help Frogs

Reader's Theater-Name the Character!

Science-Reading/Writing Companion-Lighting with Less & Someday

Science-Reading/Writing Companion-Compare the Passages

Writing

Poetry-Reading/Writing Companion-Revise

Day 3**Reading**

Reader's Theater-Name the Character!

Social Studies-Reading/Writing Companion-Solving Local Problems & What Constitutes a Constitution?

Social Studies-Reading/Writing Companion-Compare the Passages

Writing

Opinion Essay-Reading/Writing Companion-Peer Conferencing

Day 4**Reading**

Reader's Theater-Name the Character!

Social Studies-Reading/Writing Companion-Solving Local Problems & What Constitutes a Constitution?

Social Studies-Reading/Writing Companion-Compare the Passages

Writing

Poetry-Reading/Writing Companion-Edit & Proofread

Day 5

Reading

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Reflect on Your Learning

Writing

Poetry-Reading/Writing Companion-Publish, Present, and Evaluate

Assessment-Summative Assessment

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=K8JD2M38LFVL99LMZJYMMHG5EM&originalDayId=1L68E79ME9JCB9ZNO6WKX3JTC8©SeqNo=7VWE C9ZPSLB3PGHBH71ODXEYVQ>

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters

- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

<http://visual.merriamwebster.com/>.

- Use an online translator to assist students with pronunciation:

http://www.reverso.net/text_translation.aspx?lang=EN.

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=B2VC1OYZFKDV61LGG6Z7J76TJ8&originalDayId=JB3JV38TMHW2PH65H5OFMVE8GO©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=TQLY6E9GY4JZGCOL2RQ4KHW1GO&originalDayId=JB3JV38TMHW2PH65H5OFMVE8GO©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics

- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=ZF4JCL35CGYP5WKHYD8BBXKSGM&originalDayId=JB3JV38TMHW2PH65H5OFMVE8GO©SeqNo=7VWEC9ZPSLB3PGH71ODXEYVQ>

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 3
Suggested Time Frame	6 Weeks

Overview / Rationale

In this unit, students will read and understand expository texts and folktales. They will use text features and text structure to understand a text. They will check their comprehension by using text evidence to respond to and write about texts. Students will also identify and use action verbs, use quotation marks with dialogue, and use correct subject-verb agreement. They will learn how we learn about Earth and its neighbors, what makes different animals unique, and what makes historical events unique. This unit focuses on planning, drafting, revising, editing, and publishing two opinion essays.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1h Use coordinating and subordinating conjunctions.

L.3.1i Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a Capitalize appropriate words in titles.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). [5 lessons]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

L.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5 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.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Diversity, Equity, and Inclusion

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include Anansi Learns a Lesson and Martina the Beautiful Cockroach.

Unit 3 Weeks 1 & 2:

- Genre Focus: EXPOSITORY TEXT
- Essential Question: What do we know about Earth and its neighbors?

Unit 3 Weeks 3 & 4:

- Genre Focus: FOLKTALE
- Essential Question: What makes different animals unique?

Unit 3 Week 5:

- Genre Focus: EXPOSITORY TEXT
- Essential Question: How is each event in history unique?

Unit 3 Week 6:

- Genre Focus: REVIEW, EXTEND, AND ASSESS

Enduring Understandings:

Students will be able to understand:

- Expository texts typically follow one of five formats: cause and effect, compare and contrast, description, problem and solution, and sequence
- Expository text has a clear purpose: to educate the reader. While it may also entertain or persuade the reader, these are secondary benefits and not the author's goal.
- Folktales are stories passed down within a culture.
- Folktales usually contain a problem, a solution, and a lesson to be learned.
- Folktales are based on the traditions and beliefs of people.

Knowledge:

Students will know:

- How we learn about Earth and its neighbors..
- What makes different animals unique.
- What makes historical events unique.

Skills:

Students will be able to...

- Read and understand expository text
- Read and understand folktales
- Use text evidence to respond to expository texts and folktales

	<ul style="list-style-type: none"> • Read and understand social studies and science texts
--	--

Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access
Teacher Resources
Wonders Teacher's Edition Unit 2 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards

Stage 2 – Assessment Evidence
<p>Pre-Assessments:</p> <ul style="list-style-type: none"> • Placement and Diagnostic Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Selection Tests • Conference notes • Small group work notes • Running Records <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Benchmark Assessments

--

Stage 3 – Learning Plan
<p><u>Week 1</u></p> <p><u>Lesson 1</u></p> <p><u>Reading</u> Introduce the concept and build knowledge Interactive Read aloud-Our Home in the Solar System Shared read: Reading/Writing Companion-”Earth and Its Neighbors” Shared read vocabulary:Reading/Writing Companion-Academic vocabulary Shared read Suffixes:Reading/Writing Companion</p> <p><u>Grammar</u> Action Verbs</p> <p><u>Spelling</u> R-controlled vowels /û/</p> <p><u>Lesson 2</u></p> <p><u>Reading</u> Shared read Summarize:Reading/Writing Companion Shared read Text Features-Key words & charts:Reading/Writing Companion Shared read Central ideas and relevant details: Reading/Writing Companion Shared read Craft & Structure: Reading/Writing Companion Respond to reading-Write about the Shared read:Reading/Writing Companion</p> <p><u>Phonics</u> Reading/Writing Companion:r-controlled vowels Reading/Writing Companion:Contractions</p> <p><u>Fluency</u> Reading/Writing Companion:Fluency Research & Inquiry: Reading/Writing Companion-The Sun and Stars</p> <p><u>Grammar</u> Action Verbs</p> <p><u>Spelling</u> R-controlled vowels /û/</p> <p><u>Lesson 3</u></p> <p><u>Reading</u> Anchor Text:Literature Anthology <u>Earth</u> Anchor Text:Literature Anthology-Take notes about text</p> <p><u>Expand Vocabulary</u> Reinforce the Words</p>

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Rubric

Grammar

Action Verbs

Spelling

R-controlled vowels /û/

Lesson 4**Reading**

Anchor Text:Literature Anthology Earth

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Connect to Writing

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Rubric

Grammar

Action Verbs

Spelling

R-controlled vowels /û/

Lesson 5**Reading**

Anchor Text:Literature Anthology Earth

Expand Vocabulary-Word Squares

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Student model

Grammar

Action Verbs

Spelling

R-controlled vowels /û/

Week 2**Lesson 6****Reading**

Anchor Text:Literature Anthology Earth

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Student model

Grammar

Subject-Verb Agreement

Spelling

R-controlled vowels /ă/,/ôr/

Lesson 7**Reading**

Paired Selection:Literature Anthology “Why the Sun is Red”

Paired Selection:Literature Anthology Take Notes about Text
Expand vocabulary-Using a Dictionary

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Student model

Grammar

Subject-Verb Agreement

Spelling

R-controlled vowels /ă/,/ôr/

Lesson 8

Reading

Paired Selection:Literature Anthology “Why the Sun is Red”

Author’s Craft:Reading/Writing Companion-Personification

Expand vocabulary-Suffixes

Phonics

Reading/Writing Companion-R-controlled vowels /ă/,/ôr/

Reading/Writing Companion-Prefixes un-,re-,pre

Fluency

Reading/Writing Companion-Fluency

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Student model

Grammar

Subject-Verb Agreement

Spelling

R-controlled vowels /ă/,/ôr/

Lesson 9

Reading

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Grammar

Subject-Verb Agreement

Spelling

R-controlled vowels /ă/,/ôr/

Lesson 10

Reading

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=EF6EFNOE8ENCK1NSBL4PVOH7ME&originalDayId=P4QDS5FC5N8N249VY747HC7RJY©SeqNo=7VWEC9ZP SLB3PGHBH71ODXEYVQ>

Grammar

Subject-Verb Agreement

Spelling

R-controlled vowels /ä/,/ôr/

Week 3

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-Bear, Beaver, and Bee

Shared read: Reading/Writing Companion-"Anansi Learns a Lesson"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Context CLues:Synonyms:Reading/Writing Companion

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Prompt

Grammar

Past-Tense Verbs

Spelling

R-controlled vowels /âr/,/îr/

Lesson 2

Reading

Shared read Visualize:Reading/Writing Companion

Shared read Literary Elements:Theme:Reading/Writing Companion

Shared read Character Perspective: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion: r-controlled vowels

Reading/Writing Companion:Suffixes -y and -ly

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Animal Life Cycles

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Sources

Grammar

Past-Tense Verbs

Spelling

R-controlled vowels /âr/,/îr/

Lesson 3

Reading

Anchor Text:Literature Anthology Martina the Beautiful Cockroach

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Reinforce the Words

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Sources

Grammar

Past-Tense Verbs

Spelling

R-controlled vowels /âr/,/îr/

Lesson 4

Reading

Anchor Text:Literature Anthology Martina the Beautiful Cockroach

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Connect to Writing

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Sources

Grammar

Past-Tense Verbs

Spelling

R-controlled vowels /âr/,/îr/

Lesson 5

Reading

Anchor Text:Literature Anthology Martina the Beautiful Cockroach

Expand Vocabulary-Word Squares

Writing

Opinion Writing-Reading and Writing Companion:Plan-Organize Ideas

Grammar

Past-Tense Verbs

Spelling

R-controlled vowels /âr/,/îr/

Week 4

Lesson 6

Reading

Anchor Text:Literature Anthology Martina the Beautiful Cockroach

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Grammar

Future-Tense Verbs

Spelling

Prefixes pre-, dis-, mis-

Lesson 7

Reading

Paired Selection:Literature Anthology “Get a Backbone!”

Paired Selection:Literature Anthology Take Notes about Text

Expand vocabulary-Idioms

Writing

Opinion Writing-Reading and Writing Companion:Draft:Introduction

Grammar

Future-Tense Verbs

Spelling

Prefixes pre-, dis-, mis-

Lesson 8

Reading

Paired Selection:Literature Anthology “Get a Backbone!”

Author’s Craft:Reading/Writing Companion-Compare and Contrast

Expand Vocabulary-Synonyms

Phonics

Reading/Writing Companion-Prefixes pre-, dis-, mis-

Reading/Writing Companion-Final-e Syllables

Fluency

Reading/Writing Companion-Fluency

Grammar

Future-Tense Verbs

Spelling

Prefixes pre-, dis-, mis-

Lesson 9

Reading

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Writing

Opinion Writing-Reading and Writing Companion:Draft:Introduction

Grammar

Future-Tense Verbs

Spelling

Prefixes pre-, dis-, mis-

Lesson 10

Reading

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=RDZDXVNBNTL5S42RQSHLDTCRR1&originalDayId=BRB1LGD4DV9VGOG445HNCP49YE©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Grammar

Future-Tense Verbs

Spelling

Prefixes pre-, dis-, mis-

Week 5

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-The California Goldrush

Shared read: Reading/Writing Companion-"Moving America Forward"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Suffixes:Reading/Writing Companion

Grammar

Combining Sentences with Verbs

Spelling

Diphthongs

Lesson 2

Reading

Shared read Summarize:Reading/Writing Companion

Shared read Text Features:Timelines and Captions:Reading/Writing Companion

Shared read Text Structure:Chronology: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion:Diphthongs /oi/ and /ou/

Reading/Writing Companion:Prefixes un-, non-, dis-

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Important Events in History

Writing

Opinion Writing-Reading and Writing Companion:Draft:Introduction

Grammar

Combining Sentences with Verbs

Spelling

Diphthongs

Lesson 3

Reading

Anchor Text:Literature Anthology "Birth of an Anthem"

Anchor Text:Literature Anthology-Take notes about text

Respond to Reading:Write About the Anchor Text:Reading/Writing Companion

Expand Vocabulary

Reinforce the Words

Writing

Opinion Writing-Reading and Writing Companion:Relevant Evidence

Grammar

Combining Sentences with Verbs

Spelling

Diphthongs

Lesson 4

Reading

Paired Selection:Literature Anthology “Discovering Life Long Ago”

Paired Selection:Literature Anthology-Take notes about text

Author’s Craft:Author’s Purpose-Reading/Writing Companion

Expand Vocabulary

Connect to Writing

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Student Model

Grammar

Combining Sentences with Verbs

Spelling

Diphthongs

Lesson 5

Reading

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand Vocabulary-Word Squares

Assessment

Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=9J7F77BMXVXOW75H2TYGNO5VXQ&originalDayId=EHLDKJPS53NGSF334RM3X9V9S1©SeqNo=7VWEC9ZPSLB3PGH71ODXEYVQ>

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Student Model

Grammar

Combining Sentences with Verbs

Spelling

Diphthongs

UNIT 3 WEEK 6- Genre Focus: REVIEW, EXTEND, AND ASSESS

Day 1

Reading

Level Up Writing-From Good to Great

Reading Digitally- Saving Our Oceans

Reader’s Theater-Weather.....whether you like it or not

Social Studies-Reading/Writing Companion-On the Moon

Social Studies-Reading/Writing Companion-Central idea and Relevant details

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Prompt

Day 2

Reading

Reading Digitally- Saving Our Oceans

Reader's Theater-Weather.....whether you like it or not

Social Studies-Reading/Writing Companion-On the Moon

Social Studies-Reading/Writing Companion-Central idea and Relevant details

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Sources

Day 3

Reading

Reader's Theater-Weather.....whether you like it or not

Science-Reading/Writing Companion-Fascinating Facts About Our Amazing Sun & Sun Storms

Science-Reading/Writing Companion-Compare the Passages

Writing

Opinion Essay-Reading/Writing Companion-Plan:Organize Ideas

Day 4

Reading

Reader's Theater-Weather.....whether you like it or not

Science-Reading/Writing Companion-Fascinating Facts About Our Amazing Sun & Sun Storms

Science-Reading/Writing Companion-Compare the Passages

Writing

Opinion Essay-Reading/Writing Companion-Draft:Strong Conclusion

Day 5

Reading

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Reflect on Your Learning

Writing

Poetry-Reading/Writing Companion-Publish, Present, and Evaluate

Assessment-Summative Assessment

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=ZG4ROL29PD5POY9JNCZEY8DJHM&originalDayId=3YP3Y7ON1BHCE3P98RDF8W1ZTY©SeqNo=7VWEC9ZPSLB3PGHBM71ODXEYVQ>

Writing

Opinion Essay-Reading/Writing Companion-Revise:Peer Conferences

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=B2VC1OYZFKDV61LGG6Z7J76TJ8&originalDayId=JB3JV38TMHW2PH65H5OFMVE8GO©SeqNo=7VWEC9ZPSLB3PGH71ODXEYVQ>

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice

- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=TQLY6E9GY4JZGCOL2RQ4KHW1GO&originalDayId=JB3JV38TMHW2PH65H5OFMVE8GO©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=ZF4JCL35CGYP5WKHYD8BBXKSGM&originalDayId=JB3JV38TMHW2PH65H5OFMVE8GO©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater

- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 4
Suggested Time Frame	6 weeks

Overview / Rationale
In this unit, students will read and understand realistic fiction, expository texts and poetry. They will use text features and text structure to understand a text. They will check their comprehension by

using text evidence to respond to and write about texts. Students will also identify and use linking verbs, use contractions with the word not correctly. They will learn how we use what we know to help others, how animals adapt to challenges in their habitat, and how others can inspire us. This unit focuses on planning, drafting, revising, editing, and publishing two expository essays.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1h Use coordinating and subordinating conjunctions.

L.3.1i Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a Capitalize appropriate words in titles.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). [5 lessons]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

L.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5 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.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Diversity, Equity, and Inclusion

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include Dancing LaRaspa and Amazing Wildlife of the Mojave

Unit 4 Weeks 1 & 2:

- Genre Focus: REALISTIC FICTION
- Essential Question: How can you use what you know to help others?

Unit 4 Weeks 3 & 4:

- Genre Focus: EXPOSITORY TEXT
- Essential Question: How do animals adapt to challenges in their habitats?

Unit 4 Week 5:

- Genre Focus: POETRY
- Essential Question: How can others inspire us?

Unit 4 Week 6:

- Genre Focus: REVIEW, EXTEND, AND ASSESS

Enduring Understandings:

Students will be able to understand:

- Realistic Fiction stories could have actually occurred to people or animals in a believable setting.
- Realistic Fiction stories resemble real life, and fictional characters within these stories react similarly to real people.
- Expository texts typically follow one of five formats: cause and effect, compare and contrast, description, problem and solution, and sequence
- Expository text has a clear purpose: to educate the reader. While it may also entertain or persuade the reader, these are secondary benefits and not the author's goal.
- Poetry tells a story and appeals to feelings or senses.
- Poetry uses imaginative words to share ideas, emotions or a story with a reader.

Knowledge:

Students will know:

- How we can use what we know to help others.
- How animals adapt to challenges in their habitat.
- How others can inspire us.

Skills:

Students will be able to...

- Read and understand realistic fiction
- Read and understand expository text
- Read and understand poetry
- Use text evidence to respond to realistic fiction, expository texts and poems

	<ul style="list-style-type: none"> • Read and understand social studies and science texts
--	--

Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access
Teacher Resources
Wonders Teacher's Edition Unit 2 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards

Stage 2 – Assessment Evidence
<p>Pre-Assessments:</p> <ul style="list-style-type: none"> • Placement and Diagnostic Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Selection Tests • Conference notes • Small group work notes • Running Records <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Benchmark Assessments

Stage 3 – Learning Plan

Week 1

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-Dancing LaRaspa

Shared read: Reading/Writing Companion-"The Impossible Pet Show"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Prefixes:Reading/Writing Companion

Grammar

Linking Verbs

Spelling

Variant vowels /ü/, /ù/

Lesson 2

Reading

Shared read Ask & Answer questions:Reading/Writing Companion

Shared read Character Perspective:Reading/Writing Companion

Shared read Plot:Character Development: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion:/ü/: oo,ew,u_e,ue,u,ui,ou; /ù/:oo,ou

Reading/Writing Companion:Base words in related words

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Skills & Talents

Grammar

Linking Verbs

Spelling

Variant vowels /ü/, /ù/

Lesson 3

Reading

Anchor Text:Literature Anthology The Talented Clementine

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Reinforce the Words

Writing

Expository Writing-Reading and Writing Companion:Analyze the Rubric

Grammar

Linking Verbs

Spelling

Variant vowels /ü/, /ù/

Lesson 4

Reading

Anchor Text:Literature Anthology The Talented Clementine

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Connect to Writing

Writing

Expository Writing-Reading and Writing Companion:Central Idea

Grammar

Linking Verbs

Spelling

Variant vowels /ü/, /ù/

Lesson 5

Reading

Anchor Text:Literature Anthology The Talented Clementine

Expand Vocabulary-Word Squares

Writing

Expository Writing-Reading and Writing Companion:Analyze the Student model

Grammar

Linking Verbs

Spelling

Variant vowels /ü/, /ù/

Week 2

Lesson 6

Reading

Anchor Text:Literature Anthology The Talented Clementine

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Writing

Expository Writing-Reading and Writing Companion:Analyze the Student model

Grammar

Linking Verbs

Spelling

Variant vowels /ü/, /ù/

Lesson 7

Reading

Paired Selection:Literature Anthology “Clementine and the Family Meeting”

Paired Selection:Literature Anthology Take Notes about Text

Expand vocabulary-Base Words

Writing

Expository Writing-Reading and Writing Companion:Analyze the Student model

Grammar

Contractions with *not*

Spelling

Plural words

Lesson 8

Reading

Paired Selection:Literature Anthology "Clementine and the Family Meeting"

Author's Craft:Reading/Writing Companion-Figurative Language

Expand vocabulary-Suffixes

Phonics

Reading/Writing Companion-Plural words

Reading/Writing Companion-Vowel-Team Syllables

Fluency

Reading/Writing Companion-Fluency

Writing

Expository Writing-Reading and Writing Companion:Analyze the Student model

Expand Vocabulary

Prefixes Un-, Nin-, Im-, Pre-

Grammar

Contractions with *not*

Spelling

Plural words

Lesson 9

Reading

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Grammar

Contractions with *not*

Spelling

Plural words

Lesson 10

Reading

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=36W284D8KDYO537OQXSFOK57CQ&originalDayId=JGL95M8XB6GWVO7ZOBC5BHR26Q©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Grammar

Contractions with *not*

Spelling

Plural words

Week 3

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-African Lions

Shared read: Reading/Writing Companion-"Gray Wolf! Red Fox!"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Sentence Clues:Reading/Writing Companion

Writing

Expository Writing-Reading and Writing Companion:Analyze the Prompt

Grammar

Main and helping verbs

Spelling

Variant vowels /ô/

Lesson 2**Reading**

Shared read Reread:Reading/Writing Companion

Shared read Maps & Captions:Reading/Writing Companion

Shared read Text Structure:Compare & Contrast: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion: variant vowel /ô/

Reading/Writing Companion:Greek and Latin Roots

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Animal Behaviors

Writing

Expository Writing-Reading and Writing Companion:Analyze the Sources

Grammar

Main and helping verbs

Spelling

Variant vowels /ô/

Lesson 3**Reading**

Anchor Text:Literature Anthology Amazing Wildlife of the Mojave

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Reinforce the Words

Writing

Expository Writing-Reading and Writing Companion:Analyze the Sources

Grammar

Main and helping verbs

Spelling

Variant vowels /ô/

Lesson 4

Reading

Anchor Text:Literature Anthology Amazing Wildlife of the Mojave

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Connect to Writing

Writing

Expository Writing-Reading and Writing Companion:Analyze the Sources

Grammar

Main and helping verbs

Spelling

Variant vowels /ô/

Lesson 5

Reading

Anchor Text:Literature Anthology Amazing Wildlife of the Mojave

Expand Vocabulary-Word Squares

Writing

Expository Writing-Reading and Writing Companion:Plan-Organize Ideas

Grammar

Main and helping verbs

Spelling

Variant vowels /ô/

Week 4

Lesson 6

Reading

Anchor Text:Literature Anthology Amazing Wildlife of the Mojave

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Grammar

Complex Sentences

Spelling

Homophones

Lesson 7

Reading

Paired Selection:Literature Anthology “Little Half Chick”

Paired Selection:Literature Anthology Take Notes about Text

Expand vocabulary-Greek and Latin Roots

Writing

Expository Writing-Reading and Writing Companion:Draft

Grammar

Complex Sentences

Spelling

Homophones

Lesson 8

Reading

Paired Selection:Literature Anthology “Little Half Chick”

Author’s Craft:Reading/Writing Companion-Theme

Expand Vocabulary-Sentence Clues

Phonics

Reading/Writing Companion-Homophones

Reading/Writing Companion-r-Controlled Vowel Syllables

Fluency

Reading/Writing Companion-Fluency

Grammar

Complex Sentences

Spelling

Homophones

Lesson 9

Reading

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Writing

Expository Writing-Reading and Writing Companion:Revise:Peer Conferences

Grammar

Complex Sentences

Spelling

Homophones

Lesson 10

Reading

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=HCKCXR8F3V5V9WMQR8RV8RHQ8O&originalDayId=W5VG6ECVRLR987JNT69OJ143WQ©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Grammar

Complex Sentences

Spelling

Homophones

Week 5

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-My Grandpa

Shared read: Reading/Writing Companion-"Ginger's Fingers", "The Giant", "Captain's Log", "Moon", and "Whale"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Metaphor:Reading/Writing Companion

Grammar

Irregular Verbs

Spelling

Soft c and g

Lesson 2

Reading

Shared read Literary Elements: Repetition and Rhymed Verse:Reading/Writing Companion

Shared read Text Structure: Narrative, Free Verse, and Haiku:Reading/Writing Companion

Shared read Theme: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion:Soft c and g

Reading/Writing Companion:Words with -er and -est

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Inspirational Figures

Writing

Expository Writing-Reading and Writing Companion:Analyze the Rubric

Grammar

Irregular Verbs

Spelling

Soft c and g

Lesson 3

Reading

Anchor Text:Literature Anthology The Winningest Woman of the Iditarod Dog Sled Race and The Brave Ones

Anchor Text:Literature Anthology-Take notes about text

Respond to Reading:Write About the Anchor Text:Reading/Writing Companion

Expand Vocabulary

Reinforce the Words

Writing

Expository Writing-Reading and Writing Companion:Relevant Evidence

Grammar

Irregular Verbs

Spelling

Soft c and g

Lesson 4

Reading

Paired Selection:Literature Anthology “Discovering Life Long Ago”

Paired Selection:Literature Anthology-Take notes about text

Author’s Craft:AUthor’s Purpose-Reading/Writing Companion

Expand Vocabulary

Connect to Writing

Writing

Expository Writing-Reading and Writing Companion:Analyze the Student Model

Grammar

Irregular Verbs

Spelling

Soft c and g

Lesson 5

Reading

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand Vocabulary-Word Squares

Assessment

Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=4PC84X7V7GWP5VZX211CJXB1PE&originalDayId=PQ7HNODJWOEB3GNOBGEPPIODQ4©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Writing

Expository Writing-Reading and Writing Companion:Analyze the Student Model

Grammar

Irregular Verbs

Spelling

Soft c and g

UNIT 4 WEEK 6- Genre Focus: REVIEW, EXTEND, AND ASSESS

Day 1

Reading

Level Up Writing-From Good to Great

Reading Digitally- Forbidden Foods

Reader’s Theater-The Baker’s Neighbor

Social Studies-Reading/Writing Companion-Balto the Hero & A Great Race

Social Studies-Reading/Writing Companion-Compare the Passages

Writing

Expository Writing-Reading and Writing Companion:Analyze the Prompt

Day 2

Reading

Reading Digitally- Forbidden Foods

Reader's Theater-The Baker's Neighbor

Social Studies-Reading/Writing Companion-Balto the Hero & A Great Race

Social Studies-Reading/Writing Companion-Compare the Passages

Writing

Expository Writing-Reading and Writing Companion:Analyze the Sources

Day 3**Reading**

Reader's Theater-The Baker's Neighbor

Science-Reading/Writing Companion-Armadillo:Little Armored One & Big Sticky Feet

Science-Reading/Writing Companion-Compare the Passages

Writing

Expository Essay-Reading/Writing Companion-Plan:Organize Ideas

Day 4**Reading**

Reader's Theater-The Baker's Neighbor

Science-Reading/Writing Companion-Armadillo:Little Armored One & Big Sticky Feet

Science-Reading/Writing Companion-Compare the Passages

Writing

Expository Writing-Reading/Writing Companion-Draft:Strong Conclusion

Day 5**Reading**

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Reflect on Your Learning

Assessment-Summative Assessment

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=VOYBY9SY8VNQKD3M1HSMHQ9FWM&originalDayId=7HO7F673LGM98WXTGS38JFZ774©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Writing

Expository Writing-Reading/Writing Companion-Revise:Peer Conferences

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary

- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy

- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses the topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:

<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 5
Suggested Time Frame	6 weeks

Overview / Rationale

In this unit, students will read and understand biographies, fairy tales, and argumentative texts. They will use text features and text structure to understand a text. They will check their comprehension by using text evidence to respond to and write about texts. Students will also identify and use singular and plural pronouns and use subject and object pronouns correctly. They will learn what a good citizen is, how we get what we need, and about different kinds of energy. This unit focuses on planning, drafting, revising, editing, and publishing two opinion essays.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1h Use coordinating and subordinating conjunctions.

L.3.1i Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a Capitalize appropriate words in titles.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). [5 lessons]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

L.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5 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.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Diversity, Equity, and Inclusion

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include Dolores Huerta: Growing Up Strong and Elizabeth Leads the Way

Unit 5 Weeks 1 & 2:

- Genre Focus: BIOGRAPHY
- Essential Question: What do good citizens do?

Unit 5 Weeks 3 & 4:

- Genre Focus: FAIRY TALE
- Essential Question: How do we get what we need?

Unit 5 Week 5:

- Genre Focus: ARGUMENTATIVE TEXT
- Essential Question: What are different kinds of energy?

Unit 5 Week 6:

- Genre Focus: REVIEW, EXTEND, AND ASSESS

Enduring Understandings:

Students will be able to understand:

- Biographies are non fiction texts written by someone else about a person's life.
- Biographies are written to inform about a real person's life.
- Fairy tales are made up stories with magical characters and events.
- Fairy tales often teach a lesson.
- In Argumentative texts, the author is trying to persuade or convince the reader of something.
- Argumentative texts take a position or stance on an issue.

Knowledge:

Students will know:

- What good citizens do.
- How we get what we need

Skills:

Students will be able to...

- Read and understand biographies
- Read and understand fairy tales

<ul style="list-style-type: none"> About different kinds of energy. 	<ul style="list-style-type: none"> Read and understand argumentative texts. Use text evidence to respond to biographies, fairy tales, and argumentative texts. Read and understand social studies and science texts
--	--

Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access
Teacher Resources
Wonders Teacher's Edition Unit 2 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards

Stage 2 – Assessment Evidence
<p>Pre-Assessments:</p> <ul style="list-style-type: none"> Placement and Diagnostic Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> Selection Tests Conference notes Small group work notes Running Records <p>Summative Assessments:</p> <ul style="list-style-type: none"> Benchmark Assessments

Stage 3 – Learning Plan

Week 1

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-Jimmy Carter: A Good Citizen

Shared read: Reading/Writing Companion-"Dolores Huerta: Growing Up Strong"

Shared read vocabulary: Reading/Writing Companion-Academic vocabulary

Shared read Prefixes and suffixes: Reading/Writing Companion

Grammar

Singular and Plural nouns

Spelling

Compound words

Lesson 2

Reading

Shared read Ask & Answer questions: Reading/Writing Companion

Shared read Text Features: Captions and Timelines: Reading/Writing Companion

Shared read Author's Claim: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read: Reading/Writing Companion

Phonics

Reading/Writing Companion: Compound Words

Reading/Writing Companion: Consonant + -le syllables

Fluency

Reading/Writing Companion: Fluency

Research & Inquiry: Reading/Writing Companion-Volunteers in Your Community

Grammar

Singular and Plural nouns

Spelling

Compound words

Lesson 3

Reading

Anchor Text: Literature Anthology Elizabeth Leads the Way

Anchor Text: Literature Anthology-Take notes about text

Expand Vocabulary

Reinforce the Words

Writing

Opinion Writing-Reading and Writing Companion: Analyze the Rubric

Grammar

Singular and Plural nouns

Spelling

Compound words

Lesson 4

Reading

Anchor Text:Literature Anthology Elizabeth Leads the Way

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Connect to Writing

Writing

Opinion Writing-Reading and Writing Companion:Opinion

Grammar

Singular and Plural nouns

Spelling

Compound words

Lesson 5

Reading

Anchor Text:Literature Anthology The Talented Clementine

Expand Vocabulary-Word Squares

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Student model

Grammar

Singular and Plural nouns

Spelling

Compound words

Week 2

Lesson 6

Reading

Anchor Text:Literature Anthology Elizabeth Leads the Way

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Student model

Grammar

Subject and Object pronouns

Spelling

Inflectional endings -ed, -ing, -s

Lesson 7

Reading

Paired Selection:Literature Anthology “Susan B. Anthony Takes Action!”

Paired Selection:Literature Anthology Take Notes about Text

Expand vocabulary-Antonyms

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Student model

Grammar

Subject and Object pronouns

Spelling

Inflectional endings -ed, -ing, -s

Lesson 8**Reading**

Paired Selection:Literature Anthology “Susan B. Anthony Takes Action!”

Author’s Craft:Reading/Writing Companion-Text Structure:Cause & Effect

Expand vocabulary-Prefixes & Suffixes

Phonics

Reading/Writing Companion-Inflectional Endings

Reading/Writing Companion-Suffixes -ful, -les

Fluency

Reading/Writing Companion-Fluency

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Student model

Grammar

Subject and Object pronouns

Spelling

Inflectional endings -ed, -ing, -s

Lesson 9**Reading**

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Grammar

Subject and Object pronouns

Spelling

Inflectional endings -ed, -ing, -s

Lesson 10**Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=9E9GHZ5RXTJXTV1VG16V4H1STY&originalDayId=C1L6ZXOH4BZWFTNN6G7HCMLNO©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Grammar

Subject and Object pronouns

Spelling

Inflectional endings -ed, -ing, -s

Week 3**Lesson 1****Reading**

Introduce the concept and build knowledge

Interactive Read aloud-Wei and the Golden Goose

Shared read: Reading/Writing Companion-"Juanita and the Beanstalk!"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Base Words:Reading/Writing Companion

Writing

Opinion Writing Writing-Reading and Writing Companion:Analyze the Prompt

Grammar

Pronoun-Verb Agreement

Spelling

Closed Syllables VC/CV

Lesson 2

Reading

Shared read Summarize:Reading/Writing Companion

Shared read Theme:Reading/Writing Companion

Shared read Character Perspective: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion: Syllabication:Closed Syllables

Reading/Writing Companion:Base words in related words

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Business Plans

Writing

Opinion Writing Writing-Reading and Writing Companion:Analyze the Sources

Grammar

Pronoun-Verb Agreement

Spelling

Closed Syllables VC/CV

Lesson 3

Reading

Anchor Text:Literature Anthology Clever Jack Takes the Cake

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Reinforce the Words

Writing

Opinion Writing Writing-Reading and Writing Companion:Analyze the Sources

Grammar

Pronoun-Verb Agreement

Spelling

Closed Syllables VC/CV

Lesson 4

Reading

Anchor Text:Literature Anthology Clever Jack Takes the Cake

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Connect to Writing

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Sources

Grammar

Pronoun-Verb Agreement

Spelling

Closed Syllables VC/CV

Lesson 5**Reading**

Anchor Text:Literature Anthology Clever Jack Takes the Cake

Expand Vocabulary-Word Squares

Writing

Opinion Writing-Reading and Writing Companion:Plan-Organize Ideas

Grammar

Pronoun-Verb Agreement

Spelling

Closed Syllables VC/CV

Week 4**Lesson 6****Reading**

Anchor Text:Literature Anthology Clever Jack Takes the Cake

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Grammar

Possessive Pronouns

Spelling

Inflectional Ending y to i

Lesson 7**Reading**

Paired Selection:Literature Anthology “Money Then and Now”

Paired Selection:Literature Anthology Take Notes about Text

Expand vocabulary-Homographs

Writing

Opinion Writing-Reading and Writing Companion:Draft-Elaborative Techniques

Grammar

Possessive Pronouns

Spelling

Inflectional Ending y to i

Lesson 8

Reading

Paired Selection:Literature Anthology “Money Then and Now”

Author’s Craft:Reading/Writing Companion-Author’s Purpose

Expand Vocabulary-Sentence Clues

Phonics

Reading/Writing Companion-Inflectional endings y to i

Reading/Writing Companion-Suffixes -ful, -ness, -less

Fluency

Reading/Writing Companion-Fluency

Expand Vocabulary

Base words

Grammar

Possessive Pronouns

Spelling

Inflectional Ending y to i

Lesson 9

Reading

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Writing

Opinion Writing-Reading and Writing Companion:Revise:Peer Conferences

Grammar

Possessive Pronouns

Spelling

Inflectional Ending y to i

Lesson 10

Reading

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=YV77C27OJ9DE9JEMCK3Y8BJG3M&originalDayId=VWRY8ET4YJXS87396T394FYMPY©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Grammar

Possessive Pronouns

Spelling

Inflectional Ending y to i

Week 5

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-Using Power

Shared read: Reading/Writing Companion-""Here Comes Solar Power""

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Context Clues: Homophones:Reading/Writing Companion

Grammar

Pronoun-Verb Contractions

Spelling

Open Syllables CV

Lesson 2

Reading

Shared read Ask and answer questions:Reading/Writing Companion

Shared read Author's Claim:Reading/Writing Companion

Shared read Text Structure:Cause & Effect: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion:Open Syllables

Reading/Writing Companion:Prefixes and Suffixes

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Energy Sources

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Rubric

Grammar

Pronoun-Verb Contractions

Spelling

Open Syllables CV

Lesson 3

Reading

Anchor Text:Literature Anthology The Winningest WOmAn of the Iditarod Dog Sled Race and The Brave Ones

Anchor Text:Literature Anthology-Take notes about text

Respond to Reading:Write About the Anchor Text:Reading/Writing Companion

Expand Vocabulary

Reinforce the Words

Writing

Opinion Writing-Reading and Writing Companion:Transitional strategies

Grammar

Pronoun-Verb Contractions

Spelling

Open Syllables CV

Lesson 4

Reading

Paired Selection:Literature Anthology “Power for All”

Paired Selection:Literature Anthology-Take notes about text

Author’s Craft:Text Features-Reading/Writing Companion

Expand Vocabulary

Connect to Writing

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Student Model

Grammar

Pronoun-Verb Contractions

Spelling

Open Syllables CV

Lesson 5**Reading**

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand Vocabulary-Word Squares

Assessment

Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=JHR1VMQJPGB2VL9SOQ7LJ8LS8Q&originalDayId=V6ZC2E1EVH64RGV91D3GHN86D1©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Student Model

Grammar

Pronoun-Verb Contractions

Spelling

Open Syllables CV

UNIT 4 WEEK 6- Genre Focus: REVIEW, EXTEND, AND ASSESS**Day 1****Reading**

Level Up Writing-From Good to Great

Reading Digitally- Rising to the Challenge

Reader’s Theater-The Memory Quilt

Science-Reading/Writing Companion-Catching the Cold and Watery Science

Science-Reading/Writing Companion-Compare the Passages

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Prompt

Day 2**Reading**

Level Up Writing-From Good to Great
Reading Digitally- Rising to the Challenge
Reader's Theater-The Memory Quilt
Science-Reading/Writing Companion-Catching the Cold and Watery Science
Science-Reading/Writing Companion-Compare the Passages

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Sources

Day 3

Reading

Reader's Theater-The Memory Quilt
Social Studies-Reading/Writing Companion-Leading the Dance Through Dance
Social Studies-Reading/Writing Companion-Compare the Passages

Writing

Opinion Essay-Reading/Writing Companion-Plan:Organize Ideas

Day 4

Reading

Reader's Theater-The Memory Quilt
Social Studies-Reading/Writing Companion-Leading the Dance Through Dance
Social Studies-Reading/Writing Companion-Compare the Passages

Writing

Opinion Writing-Reading/Writing Companion-Draft:Word Choice

Day 5

Reading

Reading/Writing Companion-Make Connections
Reading/Writing Companion-Reflect on Your Learning

Assessment-Summative Assessment

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=3JZGPSBR3J5CVQCE26XQFZDGVY&originalDayId=57S37PVXBM49V5HVJN8L26LMO1©SeqNo=7VWEC9ZPSLB3PGHBM71ODXEYVQ>

Writing

Opinion Writing-Reading/Writing Companion-Revise:Peer Conferences

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor

- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses the topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 6
Suggested Time Frame	6 weeks

Overview / Rationale

In this unit, students will read and understand biographies, dramas & myths, and poetry. They will use text features and text structure to understand a text. They will check their comprehension by using text evidence to respond to and write about texts. Students will also identify and use adjectives and articles properly, and identify and use adjectives that compare. They will learn why goals are important, how we decide what is important, and what makes us laugh. This unit focuses on planning, drafting, revising, editing, and publishing two expository essays.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1h Use coordinating and subordinating conjunctions.

L.3.1i Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a Capitalize appropriate words in titles.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). [5 lessons]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

L.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5 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.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Diversity, Equity, and Inclusion

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include Looking Up to Ellen Ochoa and Carlos's Gift

Unit 6 Weeks 1 & 2:

- Genre Focus: BIOGRAPHY
- Essential Question: Why are goals important?

Unit 6 Weeks 3 & 4:

- Genre Focus: DRAMA & MYTH
- Essential Question: How do you decide what is important?

Unit 6 Week 5:

- Genre Focus: POETRY
- Essential Question: What makes you laugh?
- Genre Focus: REVIEW, EXTEND, AND ASSESS

Enduring Understandings:

Students will be able to understand:

- Biographies are non fiction texts written by someone else about a person's life.
- Biographies are written to inform about a real person's life.
- A Drama is a story written so it can be performed by actors for an audience.
- Myths are fictional stories that come from ancient Greece & Roman culture.
- Myths may explain part of nature or the origins of things in our world.
- Poetry tells a story and appeals to feelings or senses.
- Poetry uses imaginative words to share ideas, emotions or a story with a reader.

Knowledge:

Students will know:

- What good citizens do.
- How we get what we need
- About different kinds of energy.

Skills:

Students will be able to...

- Read and understand biographies
- Read and understand drama & myth
- Read and understand poetry.
- Use text evidence to respond to biographies, drama & myth, and poetry.
- Read and understand social studies and science texts

--	--

Student Resources
<p>Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access</p>
Teacher Resources
<p>Wonders Teacher's Edition Unit 2 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards</p>

Stage 2 – Assessment Evidence
<p>Pre-Assessments:</p> <ul style="list-style-type: none"> ● Placement and Diagnostic Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Selection Tests ● Conference notes ● Small group work notes ● Running Records <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Benchmark Assessments

Stage 3 – Learning Plan
<p><u>Week 1</u> <u>Lesson 1</u></p>

Reading

Introduce the concept and build knowledge

Interactive Read aloud-Mae Jemison, Astronaut

Shared read: Reading/Writing Companion-"Rocketing into Space"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Greek & Latin roots:Reading/Writing Companion

Grammar

Adjectives & Articles

Spelling

Prefixes un-, re-, pre-, and dis-

Lesson 2**Reading**

Shared read Reread:Reading/Writing Companion

Shared read Text Features:Key words & Photographs:Reading/Writing Companion

Shared read Central Idea & Relevant details: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion: Prefixes

Reading/Writing Companion:Greek & Latin Roots

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-National Heroes

Grammar

Adjectives & Articles

Spelling

Prefixes un-, re-, pre-, and dis-

Lesson 3**Reading**

Anchor Text:Literature Anthology Looking Up to Ellen Ochoa

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Reinforce the Words

Writing

Expository Writing-Reading and Writing Companion:Analyze the Rubric

Grammar

Adjectives & Articles

Spelling

Prefixes un-, re-, pre-, and dis-

Lesson 4**Reading**

Anchor Text:Literature Anthology Looking Up to Ellen Ochoa

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Connect to Writing

Writing

Expository Writing-Reading and Writing Companion:Academic Language

Grammar

Adjectives & Articles

Spelling

Prefixes un-, re-, pre-, and dis-

Lesson 5

Reading

Anchor Text:Literature Anthology Looking Up to Ellen Ochoa

Expand Vocabulary-Word Squares

Writing

Expository Writing-Reading and Writing Companion:Analyze the Student model

Grammar

Adjectives & Articles

Spelling

Prefixes un-, re-, pre-, and dis-

Week 2

Lesson 6

Reading

Anchor Text:Literature Anthology Looking Up to Ellen Ochoa

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Writing

Expository Writing-Reading and Writing Companion:Analyze the Student model

Grammar

Adjectives that Compare

Spelling

Consonant + ie Syllables

Lesson 7

Reading

Paired Selection:Literature Anthology “A Fight to Lunar City”

Paired Selection:Literature Anthology Take Notes about Text

Expand vocabulary-Multiple-Meaning words

Writing

Opinion Writing-Reading and Writing Companion:Analyze the Student model

Grammar

Adjectives that Compare

Spelling

Consonant + ie Syllables

Lesson 8

Reading

Paired Selection:Literature Anthology “A Fight to Lunar City”

Author’s Craft:Reading/Writing Companion-Imagery

Expand vocabulary-Greek & Latin roots

Phonics

Reading/Writing Companion-Consonant + ie Syllables

Reading/Writing Companion-Latin Suffixes

Fluency

Reading/Writing Companion-Fluency

Writing

Expository Writing-Reading and Writing Companion:Analyze the Student model

Grammar

Adjectives that Compare

Spelling

Consonant + ie Syllables

Lesson 9**Reading**

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Grammar

Adjectives that Compare

Spelling

Consonant + ie Syllables

Lesson 10**Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=NW5JJ78N26FY28YP58TB6KVTTM&originalDayId=DPLE13GRHCZDF6BE1638V2552O©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Grammar

Adjectives that Compare

Spelling

Consonant + ie Syllables

Week 3**Lesson 1****Reading**

Introduce the concept and build knowledge

Interactive Read aloud-Pandora Finds a Box

Shared read: Reading/Writing Companion-”Athena & Arachne”

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Base Words:Reading/Writing Companion

Writing

Expository Writing Writing-Reading and Writing Companion:Analyze the Prompt

Grammar

Adverbs

Spelling

Vowel Team Syllables

Lesson 2

Reading

Shared read Make Predictions:Reading/Writing Companion

Shared read Elements of a Play:Reading/Writing Companion

Shared read Theme: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion: Syllabication:Vowel Team Syllables

Reading/Writing Companion:Base words in related words

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-What We Think Is Important

Writing

Expository Writing Writing-Reading and Writing Companion:Analyze the Sources

Grammar

Adverbs

Spelling

Vowel Team Syllables

Lesson 3

Reading

Anchor Text:Literature Anthology King Midas and the Golden Touch

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Reinforce the Words

Writing

Expository Writing Writing-Reading and Writing Companion:Analyze the Sources

Grammar

Adverbs

Spelling

Vowel Team Syllables

Lesson 4

Reading

Anchor Text:Literature Anthology King Midas and the Golden Touch

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Connect to Writing

Writing

Expository Writing-Reading and Writing Companion:Analyze the Sources

Grammar

Adverbs

Spelling

Vowel Team Syllables

Lesson 5

Reading

Anchor Text:Literature Anthology King Midas and the Golden Touch

Expand Vocabulary-Word Squares

Writing

Expository Writing-Reading and Writing Companion:Plan-Organize Ideas

Grammar

Adverbs

Spelling

Vowel Team Syllables

Week 4

Lesson 6

Reading

Anchor Text:Literature Anthology King Midas and the Golden Touch

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Grammar

Adverbs that Compare

Spelling

R-controlled vowel syllables

Lesson 7

Reading

Paired Selection:Literature Anthology “Carlos’s Gift”

Paired Selection:Literature Anthology Take Notes about Text

Expand vocabulary-Compound Words

Writing

Expository Writing-Reading and Writing Companion:Draft-Reference Sources

Grammar

Adverbs that Compare

Spelling

R-controlled vowel syllables

Lesson 8

Reading

Paired Selection:Literature Anthology “Carlos’s Gift”

Author’s Craft:Reading/Writing Companion-Plot:Character Development

Expand Vocabulary-Sentence Clues

Phonics

Reading/Writing Companion-r-controlled vowel syllables

Reading/Writing Companion-Latin Suffixes

Fluency

Reading/Writing Companion-Fluency

Expand Vocabulary

Base words

Grammar

Adverbs that Compare

Spelling

R-controlled vowel syllables

Lesson 9**Reading**

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Writing

Expository Writing-Reading and Writing Companion:Revise:Peer Conferences

Grammar

Adverbs that Compare

Spelling

R-controlled vowel syllables

Lesson 10**Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=3JK7VELDOJB7XCDE46QHD9JMPO&originalDayId=CYSXW9E2FMLC5N9CNVT8LVLTWY©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Grammar

Adverbs that Compare

Spelling

R-controlled vowel syllables

Week 5**Lesson 1****Reading**

Introduce the concept and build knowledge

Interactive Read aloud-Show and Tell

Shared read: Reading/Writing Companion-”The Camping Trip” and “Bubblegum”

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Context Clues: Idioms:Reading/Writing Companion

Grammar

Prepositions

Spelling

Suffixes -ful, -less, and -ly

Lesson 2

Reading

Shared read Literary Elements:Rhythm and Rhymed Verse:Reading/Writing Companion

Shared read Text Features:Stanzas and Events:Reading/Writing Companion

Shared read Character Perspective: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion:Suffixes -ful, -less, -ly

Reading/Writing Companion:Frequently Misspelled Words

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Tall Tales

Writing

Expository Writing-Reading and Writing Companion:Analyze the Rubric

Grammar

Prepositions

Spelling

Suffixes -ful, -less, and -ly

Lesson 3

Reading

Anchor Text:Literature Anthology Ollie's Escape

Anchor Text:Literature Anthology-Take notes about text

Respond to Reading:Write About the Anchor Text:Reading/Writing Companion

Expand Vocabulary

Reinforce the Words

Writing

Expository Writing-Reading and Writing Companion:Relevant Evidence

Grammar

Prepositions

Spelling

Suffixes -ful, -less, and -ly

Lesson 4

Reading

Paired Selection:Literature Anthology "The Gentleman Bookworm"

Paired Selection:Literature Anthology-Take notes about text

Author's Craft:Figurative Language-Reading/Writing Companion

Expand Vocabulary

Connect to Writing

Writing

Expository Writing-Reading and Writing Companion:Analyze the Student Model

Grammar

Prepositions

Spelling

Suffixes -ful, -less, and -ly

Lesson 5

Reading

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand Vocabulary-Word Squares

Assessment

Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=3WZH9RY2PZ6FOJF3QQFCLTYQY6M&originalDayId=ZMW2PXWQV4XFHS18MCXG1ZRVMM©SeqNo=7VWEC9ZPSLB3PGHBM71ODXEYVQ>

Writing

Expository Writing-Reading and Writing Companion:Analyze the Student Model

Grammar

Prepositions

Spelling

Suffixes -ful, -less, and -ly

UNIT 4 WEEK 6- Genre Focus: REVIEW, EXTEND, AND ASSESS

Day 1

Reading

Level Up Writing-From Good to Great

Reading Digitally- Life Boats

Reader's Theater-The Lion and the Ostrich Chicks

Social Studies-Reading/Writing Companion-Why Dog's Nose is Cold & All About Folktales

Social Studies-Reading/Writing Companion-Compare the Passages

Writing

Expository Writing-Reading and Writing Companion:Analyze the Prompt

Day 2

Reading

Reading Digitally- Life Boats

Reader's Theater-The Lion and the Ostrich Chicks

Social Studies-Reading/Writing Companion-Why Dog's Nose is Cold & All About Folktales

Social Studies-Reading/Writing Companion-Compare the Passages

Writing

Expository Writing-Reading and Writing Companion:Analyze the Sources

Day 3

Reading

Reader's Theater-The Lion and the Ostrich Chicks

Science-Reading/Writing Companion-Watching the Stars: The Story of Maria Mitchell & Exoplanets Are Out of This World!

Science-Reading/Writing Companion-Compare the Passages

Writing

Expository Essay-Reading/Writing Companion-Plan:Organize Ideas

Day 4

Reading

Reader's Theater-The Lion and the Ostrich Chicks

Science-Reading/Writing Companion-Watching the Stars: The Story of Maria Mitchell & Exoplanets Are Out of This World!

Science-Reading/Writing Companion-Compare the Passages

Writing

Expository Writing-Reading/Writing Companion-Draft:Transitional Strategies

Day 5

Reading

Reading/Writing Companion-Make Connections

Reading/Writing Companion-Reflect on Your Learning

Assessment-Summative Assessment

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=JFE5FDPCTCL96B217J9DF8VTNE&originalDayId=JH1X561Ezt1YHYDQ71WVO3MF7Y©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVO>

Writing

Expository Writing-Reading/Writing Companion-Revise:Peer Conferences

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions

- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)

- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests

- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses the topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.
