

Audubon Public Schools



Grade 3 English Language Arts

Curriculum Guide

Developed by:

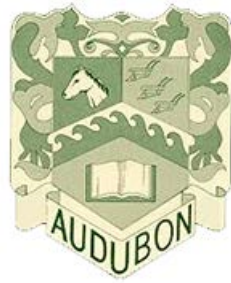
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Course Description

Grade 3: English Language Arts

In grade three, students will continue to build essential reading, writing, speaking, listening and language skills. In order to ensure that we are promoting college and career readiness, students will be exposed to a variety of materials of varying levels of difficulty. Students are expected to understand and clearly summarize what they have learned from readings and collaborative discussions, citing specific evidence and details from the text. Students will analyze both nonfiction and literary text through close reading, while continuing to build a foundation for proficiency in the English language in terms of grammar and other writing skills. Students will write a variety of pieces that extend across other subject areas of the fifth grade curriculum. All lessons should be aligned to the New Jersey Student Learning Standards. Teachers will use a multitude of approaches to promote student growth, including whole group, small group, and individual teaching techniques in the classroom.

Overview / Progressions

Overview		Reading		Writing	Speaking & Listening	Language	Foundational
Unit 1 Launching	Focus standards (Objectives)	RL 3.1 RL 3.2 RL 3.4 RL 3.6	RI 3.1 RI 3.2 RI 3.4 RI 3.6	W.3.1A,B,C,D W.3.2 W.3.3 W.3.4 W.3.5 W.3.6 W.3.7 W.3.10	SL.3.1A,B,C,D SL.3.6	L.3.1A,B,C L.3.2A,E,F,G L.3.4A,D L.3.6	RF.3.3A,B,C,D RF.3.4A,B,C,D,E ,F
	Ancillary standards (Review)						
Unit 2 Informational	Focus standards (Objectives)		RI.3.3 RI.3.5 RI.3.7 RI.3.8 RI.3.9	W.3.2A,B,C,D W.3.8	SL.3.2 SL.3.3	L.3.1 D,E L.3.2B L.3.3A,B L.3.4B,	
	Ancillary standards (Review)	RL 3.1 RL 3.2	RI 3.1 RI 3.2 RI 3.4 RI 3.6	W.3.4 W.3.5 W.3.6 W.3.10	SL.3.1A,B,C,D SL.3.6	L.3.1A L.3.2,E,F,G L.3.4A,D L.3.6	RF.3.3A,B,C,D RF.3.4A,B,C,D,E ,F

Unit 3 Narrative	Focus standards (Objectives)	RL 7 RL 9	RI 7 RI 8 RI 9	W3	SL.3.4	L.3.1 G, H L.3.2 C L.3.4 C L.3.5 A, B, C	
	Ancillary standards (Review)	RL 1 RL 2 RL 3 RL 4 RL 5 RL 6	RI 1 RI 2 RI 3 RI 4 RI 5 RI 6	W4 W5 W6 W10	SL.3.1A,B,C,D SL.3.2 SL.3.6	L.3.1 A L.3.2 E, F, G L.3.4 A, D L.3.6	RF.3.3A,B,C,D RF.3.4A,B,C,D,E ,F
Unit 4 Opinion	Focus standards (Objectives)	RL 7 RL 9 RI 7	RI 8 RI 9	W1	SL.3.5	L3.1 F L.3.2 D	
	Ancillary standards (Review)	RL 1 RL 2 RL 3 RL 4 RL 5 RL 6	RI 1 RI 2 RI 3 RI 4 RI 5 RI 6	W4 W5 W6 W10	SL.3.1 A, B, C, d SL.3.6	L.3.1 A L.3.2 E, F, G L.3.4 A, D L.3.6	RF.3.3A,B,C,D RF.3.4A,B,C,D,E ,F

Subject: ELA		Grade: 3	Unit: 1	1st Trimester
Focus Standards: Reading			Critical Knowledge and Skills	
RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> • Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader 		
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	RL.3.2: <ul style="list-style-type: none"> • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in details 		
		RI.3.2: <ul style="list-style-type: none"> • Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme 		
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	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.	<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language 		
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	RI.3.6. Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> • Establish the point of view of a text • Determine how the reader’s point of view is different from the narrator’s or the characters • Compare the reader’s point of view with the author’s point of view 		
Focus Standards: Writing			Critical Knowledge and Skills	

<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1.B. Provide reasons that support the opinion.</p> <p>W.3.1.C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.1.D. Provide a conclusion.</p>	<ul style="list-style-type: none"> • Distinguish fact from opinion • Group supporting details to support the writer’s purpose • Introduce the topic or text clearly • State an opinion to be supported with reasons • Write a thesis statement to focus the writing • Support the opinion with facts and/or reasons • Connect opinions with reasons using linking words and phrases • Write a conclusion
<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Determine writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose
<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>	<ul style="list-style-type: none"> • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> • Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others
<p>W.3.7. Conduct short research projects that build knowledge about a topic.</p>	<ul style="list-style-type: none"> • Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing
<p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time</p>	<ul style="list-style-type: none"> • Produce numerous pieces of writing over various time frames • Develop skills in research

frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion • SL.3.1.B. Follow agreed-upon norms 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) • SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others • SL.3.1.D. Explain their own ideas and understanding in light of the discussion 	<ul style="list-style-type: none"> • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group discussion
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> • Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary <p>Unit 1 Language Standards Unit 1 Language Critical Knowledge</p>
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences

<ul style="list-style-type: none"> ● L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ● L.3.1.B. Form and use regular and irregular plural nouns. ● L.3.1.C. Use abstract nouns (e.g., childhood). 	<ul style="list-style-type: none"> • Differentiate between regular and irregular plural nouns • Identify regular and irregular plural nouns in reading and use them when writing or speaking • Identify abstract nouns • Use abstract nouns when writing or speaking
<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ● L.3.2.A. Capitalize appropriate words in titles. ● L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) ● L.3.2.F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words ● L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings 	<ul style="list-style-type: none"> • Identify the words in titles that should be capitalized • Consistently apply rules for capitalization in titles • Spell high frequency or studied words correctly • Spell conventional words correctly when adding a suffix to base words • Identify spelling patterns and generalizations • Apply spelling patterns when writing words • Determine the purpose and use of reference materials • Utilize reference materials to check and correct spelling, when needed
<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> ● L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. ● L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases. 	<ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words
<p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including</p>	<p>Use 3rd grade vocabulary fluently when discussing academic or domain specific topics</p>

<p>those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<ul style="list-style-type: none"> • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use spatial and temporal relationship words and phrases
<p>Focus Standards : Foundational Skills</p>	<p>Critical Knowledge and Skills</p>
<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes. • RF.3.3.B. Decode words with common Latin suffixes. • RF.3.3.C. Decode multisyllable words. • RF.3.3.D. Read grade-appropriate irregularly spelled words 	<ul style="list-style-type: none"> • Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate irregularly spelled words
<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • RF.3.4.A. Read grade-level text with purpose and understanding. RF.3.4.B. Read grade-level prose and poetry orally with accuracy. RF.3.4.C. Use an appropriate rate while reading aloud. • RF.3.4.D. Read with expression on successive readings. • RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. • RF.3.4.F. Reread as necessary. 	<ul style="list-style-type: none"> • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension
<p>Ancillary Standards</p>	
<p>Formative Assessments</p>	<p>Summative Assessments</p>
<ul style="list-style-type: none"> • Quick Writing • Whiteboard work • Anecdotal Notes • Classroom Observation • Response to Literature • Choice Board • Written Comprehension Questions • Storyworks/Scholastic News Think and Write Guided Questions 	<ul style="list-style-type: none"> • Common Assessment • On Demand Writing • Unit Assessments • Trick Word Quizzes • DRA • Storyworks/Scholastic News Assessment

Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Storyworks/StoryworksJr ● Scholastic News ● Guided Reading Books ● 6+1 Traits Crate/Books ● Foundations materials- tile boards, dry erase boards, resource posters, letter-sound cards 	<ul style="list-style-type: none"> ● Reading A-Z ● RAZ-Kids ● IXL ● Mentor Texts ● Anchor Charts ● Graphic Organizers ● Youtube Videos ● Readworks ● Newsela
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading and writing in Science and Social Studies. 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Mentor texts can help guide me in the writing process. 	<ul style="list-style-type: none"> ● How do mentor texts help guide me in reading and writing?

Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

- Chromebooks
- Internet research
- Online programs

- Virtual collaboration and projects
- Presentations using presentation hardware and software

Subject: ELA	Grade: 3	Unit: 2	1st /2nd Trimester
Focus Standards: Reading		Critical Knowledge and Skills	
	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.	<ul style="list-style-type: none"> • Closely read text to determine important events, ideas or concepts • Identify words that signify time order, sequence, and cause/effect • Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect • Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas 	
	RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Identify the unique features and organization of informational text (text features, and search tools) <ul style="list-style-type: none"> • Use the unique features to find and manage information specific to the topic • Demonstrate proficiency in using the tools to locate information 	
	RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Examine various text features (maps, diagrams, photos, audios) to understand specific information in the text <ul style="list-style-type: none"> • Synthesize the various text features and the text itself to understand the ideas in the text • Explain how the different text features aid understanding 	
	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) to	<ul style="list-style-type: none"> • Make a clear link between sentences and paragraphs when reading informational text • Explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc) • Identify words that signify a relationship between ideas 	

	support specific points the author makes in a text	<ul style="list-style-type: none"> • Use the relationships between ideas to describe how an author supports specific points
	RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.	<ul style="list-style-type: none"> • Closely read the text to identify the important details of a text • Find similarities and differences about important details when reading about two texts that share the same topic • Reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)
Focus Standards: Writing		Critical Knowledge and Skills
<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. • W.3.2.B. Develop the topic with facts, definitions, and details. • W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. • W.3.2.D. Provide a conclusion. 		<p>Organize information to support the topic</p> <ul style="list-style-type: none"> • Introduce a topic • Write a thesis statement to focus writing • Use text features to support the topic, when appropriate • Select details that appropriate support the development of the topic • Link ideas by using transitional words and phrases • Write a conclusion to close the writing
W.3.7. (Choice) Conduct short research projects that build knowledge about a topic.		<ul style="list-style-type: none"> • Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing
W.3.8. (Choice) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		<ul style="list-style-type: none"> • Locate information from print and digital sources • Integrate information from personal experiences • Take notes and organize information into categories provided by the teacher

	<ul style="list-style-type: none"> • Gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes • Thoughtfully choose online sources • Select the information needed from each source
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
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	<ul style="list-style-type: none"> • Determine the main idea of a text read aloud • Determine the supporting details for a text read aloud • Determine the main ideas and supporting details of information presented in multiple formats
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<ul style="list-style-type: none"> • Listen carefully to what a speaker says • Ask questions to clarify what was heard • Elaborate and provide details to build upon the speaker’s response
Unit 2 Language Skills	Unit 2 Language Critical Knowledge and Skills
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • L.3.1.D. Form and use regular and irregular verbs. • L.3.1.E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. 	<ul style="list-style-type: none"> • Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose • Differentiate between regular and irregular plural nouns • Identify regular and irregular plural nouns in reading and use them when writing or speaking • Identify simple verb tenses and use them when writing or speaking
<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • L.3.2.B. Use commas in addresses. • L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) • L.3.2.F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words • L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings 	<ul style="list-style-type: none"> • Apply comma rules to addresses in writing • Spell high frequency or studied words correctly • Spell conventional words correctly when adding a suffix to base words • Identify spelling patterns and generalizations • Apply spelling patterns when writing words • Determine the purpose and use of reference materials • Utilize reference materials to check and correct spelling, when needed

<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.3.A. Choose words and phrases for effect</p> <ul style="list-style-type: none"> ● L.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English 	<ul style="list-style-type: none"> • Purposefully select words or phrases to create effect when writing or speaking • Identify similarities and differences between spoken and written English • Acknowledge those differences when writing and speaking
<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> ● L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. ● L.3.4.B. 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.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases. 	<ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Determine the meaning of commonly used prefixes and suffixes • Separate a base word from the prefix or suffix • Use the definition of known prefixes and suffixes to define new words • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words
<p>Focus Standards: Foundational Skills</p>	<p>Critical Knowledge and Skills</p>
<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> ● RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes. ● RF.3.3.B. Decode words with common Latin suffixes. ● RF.3.3.C. Decode multisyllable words. ● RF.3.3.D. Read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> • Distinguish the base root from the affix • Identify and define common prefixes and suffixes • Identify and define common Latin suffixes • Decode words that have a Latin suffix • Use strategies to read multi-syllable words • Read grade-appropriate irregularly spelled words
<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> ● RF.3.4.A. Read grade-level text with purpose and understanding. ● RF.3.4.B. Read grade-level prose and poetry orally with accuracy. ● RF.3.4.C. Use an appropriate rate while reading aloud. ● RF.3.4.D. Read with expression on successive readings. 	<ul style="list-style-type: none"> • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension

<ul style="list-style-type: none"> ● RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. ● RF.3.4.F. Reread as necessary. 	
Ancillary Standards	
RL.3.1, RL3.2, RI 3.1, RI 3.2, RI 3.4, RI 3.6, W3.4, WW3.5, W3.6, W3.10, SL3.1, SL3.6, L3.6	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Quick Writing ● Whiteboard work ● Anecdotal Notes ● Classroom Observation ● Response to Literature ● Choice Board ● Written Comprehension Questions ● Storyworks/Scholastic News Think and Write Guided Questions 	<ul style="list-style-type: none"> ● Common Assessment ● On Demand Writing ● Unit Assessments ● Trick Word Quizzes ● DRA ● Storyworks/Scholastic News Assessment
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Storyworks/StoryworksJr ● Scholastic News ● Guided Reading Books ● 6+1 Traits Crate/Books ● Foundations materials- tile boards, dry erase boards, resource posters, letter-sound cards 	<ul style="list-style-type: none"> ● Reading A-Z ● RAZ-Kids ● IXL ● Mentor Texts ● Anchor Charts ● Graphic Organizers ● Youtube Videos ● Readworks ● Newsela
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading and writing in Science and Social Studies. 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes. 	<ul style="list-style-type: none"> ● How can I use a previously read text or other material and information to explore ideas? How can I write the way these authors do?

Differentiation

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

Subject: ELA	Grade: 3	Unit: 3 Narrative	2nd - 3rd Trimester
Focus Standards: Reading		Critical Knowledge and Skills	
RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		Closely read a text to demonstrate understanding <ul style="list-style-type: none"> • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader 	
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.		<ul style="list-style-type: none"> • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in details 	
RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.		<ul style="list-style-type: none"> • Closely read text to determine the important events, ideas, or concepts • Identify the main characters in a story • Describe the characters using literal and inferential story details • Analyze how the actions of characters influence the story events 	
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		Describe how various parts build on one another not only in stories, but in dramas and poems <ul style="list-style-type: none"> • Identify the parts of this story (chapters, stanzas, scenes) • Determine how the parts of a story are connected or organized (time order, topic) 	

<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>		<p>Establish the point of view of a text</p> <ul style="list-style-type: none"> • Determine how the reader’s point of view is different from the narrator’s or the characters • Compare the reader’s point of view with the author’s point of view
<p>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)</p>		<p>Synthesize pictures and written text to better understand a text</p> <ul style="list-style-type: none"> • Examine the relation to the illustrations and the text • Discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters • Identify the mood of a text • Interpret what the illustrations tell a reader about the mood • Determine how the pictures help clarify the description of the mood
<p>RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>		<p>Use a variety of sources to access previous information to compare, contrast, and reflect on texts</p> <ul style="list-style-type: none"> • Identify similarities and differences in books with the same author and characters • Determine the central message, theme, lesson, and/or moral of the stories • Identify similarities and differences in the central message of the texts • Reflect on how the text details, characters, and central messages are alike and different
<p>Focus Standards: Writing</p>		<p>Critical Knowledge and Skills</p>
<p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • W.3.3.C. Use temporal words and phrases to signal event order. • W.3.3.D. Provide a sense of closure. 		<ul style="list-style-type: none"> • Organize ideas for a narrative • Engage the reader with a story hook • Establish a situation or story background • Establish a narrator and/or characters for the story • Present an organized sequence of events • Use various narrative techniques to develop the characters and the plot • Incorporate vivid details to tell the story • Establish chronology by using appropriate transitional words and phrases • Bring the story to a close

Focus Standards: Speaking and Listening	Critical Knowledge and Skills
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.	Report on a topic or text, telling a story, or recounting an event in an organized, logical manner <ul style="list-style-type: none"> • Use relevant facts and descriptive details that add to the reporting of a topic or event • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions
Ancillary Standards	
RL 3.1,RL3.2,RL 3.4, RL 3.6, RI 3.1, RI 3.2, W3.4, W3.5, W3.6,W3.10, W3.7, SL 3.1, SL 3.2, SL 3.6, L 3.6	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Quick Writing • Whiteboard work • Anecdotal Notes • Classroom Observation • Response to Literature • Choice Board • Written Comprehension Questions • Storyworks/Scholastic News Think and Write Guided Questions 	<ul style="list-style-type: none"> • Common Assessment • On Demand Writing • Unit Assessments • Trick Word Quizzes • DRA • Storyworks/Scholastic News Assessment
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> • Storyworks/StoryworksJr • Scholastic News • Guided Reading Books • 6+1 Traits Crate/Books • Foundations materials- tile boards, dry erase boards, resource posters, letter-sound cards 	<ul style="list-style-type: none"> • Reading A-Z • RAZ-Kids • IXL • Mentor Texts • Anchor Charts • Graphic Organizers • Youtube Videos • Readworks • Newsela
Cross-Curricular Connections	
Enduring Understanding	Essential Questions

<ul style="list-style-type: none"> ● Realistic fiction contains some things that may not have happened, and characters that may not exist, but could. 	<ul style="list-style-type: none"> ● What are the story elements of a Fictional Narrative? How can I use these story elements to create my own Fictional Narrative?
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Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

Subject: ELA	Grade: 3	Unit: 4 - Opinion	3rd Trimester
Focus Standards: Reading		Critical Knowledge and Skills	
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.	RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> • Efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year • Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts • Read texts with scaffolding, as needed minimal clarifications 	
Focus Standards: Writing		Critical Knowledge and Skills	
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> • W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • W.3.1.B. Provide reasons that support the opinion. 		<ul style="list-style-type: none"> • Distinguish fact from opinion • Group supporting details to support the writer’s purpose • Introduce the topic or text clearly State an opinion to be supported with reasons <ul style="list-style-type: none"> • Write a thesis statement to focus the writing • Support the opinion with facts and/or reasons 	

<ul style="list-style-type: none"> • W.3.1.C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. • W.3.1.D. Provide a conclusion. 	<ul style="list-style-type: none"> • Connect opinions with reasons using linking words and phrases • Write a conclusion
<p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<ul style="list-style-type: none"> • Locate information from print and digital sources • Integrate information from personal experiences • Take notes and organize information into categories provided by the teacher • Gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes • Thoughtfully choose online sources • Select the information needed from each source • Connect new information learned online with offline sources • Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources
<p>Focus Standards: Speaking and Listening</p>	<p>Critical Knowledge and Skills</p>
<p>SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details</p>	<p>Use multimedia to create engaging audio recordings of stories or poems</p> <ul style="list-style-type: none"> • Focus on inflection and volume instead of just reading out loud • Demonstrate fluid and well-paced reading • Add visual displays to illuminate chosen facts or details
<p>Focus Standards: Language</p>	<p>Critical Knowledge and Skills</p>
<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement. 	<ul style="list-style-type: none"> • Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences • Identify subjects, verbs, pronouns, and antecedents in sentences • Consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences • Reread writing to ensure agreement

<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • L.3.2.D. Form and use possessives. 	<p>Identify possessive nouns</p> <ul style="list-style-type: none"> • Use apostrophe appropriately to show possession • Spell high frequency or studied words correctly • Spell conventional words correctly when adding a suffix to base words • Identify spelling patterns and generalizations • Apply spelling patterns when writing words • Determine the purpose and use of reference materials • Utilize reference materials to check and correct spelling, when needed
<p>Focus Standards: Foundational Skills</p>	<p>Critical Knowledge and Skills</p>
<p>N/A</p>	<p>N/A</p>
<p>Ancillary Standards</p>	
<p>RL.3.1, RL3.2, RL3.4, RL3.5, RL3.6, RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.6, W.3.4, W.3.5, W.3.6, W.3.7, W.3.10, SL.3.1A,B,C,D, SL.3.6, L3.1A, L.3.2E,F,G, L3.4A,D, L3.6, RF3.3A,B,C,D, RF.3.4A,B,C,D,E,F</p>	
<p>Formative Assessments</p>	<p>Summative Assessments</p>
<ul style="list-style-type: none"> • Quick Writing • Whiteboard work • Anecdotal Notes • Classroom Observation • Response to Literature • Choice Board • Written Comprehension Questions • Storyworks/Scholastic News Think and Write Guided Questions 	<ul style="list-style-type: none"> • Common Assessment • On Demand Writing • Unit Assessments • Trick Word Quizzes • DRA • Storyworks/Scholastic News Assessment
<p>Suggested Primary Resources</p>	<p>Suggested Supplemental Resources</p>
<ul style="list-style-type: none"> • Storyworks/StoryworksJr • Scholastic News • Guided Reading Books • 6+1 Traits Crate/Books • Foundations materials- tile boards, dry erase boards, resource posters, letter-sound cards • OREO Graphic Organizers 	<ul style="list-style-type: none"> • Reading A-Z • RAZ-Kids • IXL • Mentor Texts • Anchor Charts • Graphic Organizers • Youtube Videos • Readworks

	<ul style="list-style-type: none"> ● Newsela
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading and writing in Social Studies. ● Informational reading and writing in Science. ● Animal Science Project 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes. ● Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics. ● Writers list reasons in an organized way, using linking words and provide a strong conclusion to effectively express opinions. 	<ul style="list-style-type: none"> ● What routines and materials will help me be a better writer? ● What have I read that I can use to help write my own persuasive writing? How can I write the way these authors do? How can I reflect and self correct during the revision process? ● What do I notice about the ways authors use punctuation and grammar? How can I use these same things in my writing? ● How can I express my opinion in an effective way?

Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
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Appendix A

Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Annette Hart stein, Lisa McGilloway, Beth Canzanese Revised by: Kristen Rosenberg

Reapproved June 2017

Course Title: English Language Arts Unit Name: Writing –Opinion Grade Level: 5

<p>Content Statements</p> <p>In this unit opinion writing skills will be developed. The craft of opinion writing will be explored through a wide variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of drafting, revising, and publishing pieces in a range of different persuasive or opinion formats across the curriculum. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p>NJSLS:</p> <p>W.5.1,4-6,10 L.5.1-6 SL.5.1-6</p>
<p>Overarching Essential Questions</p>	<p>Overarching Enduring Understandings</p>

<p>What routines and materials will help me be a more effective and successful writer?</p> <p>What have I read that can act as a model for my own opinion writing? How can I craft my own opinion writing based on these models?</p> <p>How do writers make decisions about the mechanics of writing? How can I make these decisions in my own writing?</p> <p>How can I reflect and self-correct in my writing through the revision process?</p> <p>How can I express my opinions in writing?</p>	<p>Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p> <p>Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.</p>
<p>Unit Essential Questions</p> <p>How can I work independently in Writing Workshop in a variety of ways that support effective writing such as:</p> <ul style="list-style-type: none"> ● Use a writer’s notebook? ● Collect ideas? Know steps of writing process? ● Use rubrics and graphic organizers to guide writing? ● Write for a sustained period? ● Reflect on my own writing? ● Conference with my peers and teachers? ● Use touchstone and mentor texts? ● Revise and edit pieces to make them more effective? ● Develop a sense of voice in my own writing? <p>How can I make decisions about mechanics to make me a more effective writers such as:</p> <ul style="list-style-type: none"> ● Know reasons for paragraphing? ● Use commas for a variety of purposes? ● Craft sentences of different length, variety, or complexity? ● Use capitalization for a variety of purposes? ● Use the correct form of adjectives and adverbs? ● Use colons, apostrophes, hyphens, parentheses, semicolons, and end punctuation effectively? 	<p>Unit Enduring Understandings</p> <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p> <p>I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them.</p> <p>I can use texts that I read to help guide my own writing.</p> <p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p> <p>I can use my knowledge of spelling patterns to help me spell and read words.</p>

- Properly use action, linking, and helping verbs?
- Use verbs of different tenses that agree with the subject?
- Properly use different types of nouns?
- Use different types of pronouns?
- Use conjunctions and appositives?
- Use resources and references sources to help me make decisions about mechanics?
- How can I use knowledge of spelling patterns to help me spell words in my writing?
- Use correct spelling and legible handwriting or technology?
- Spell all high frequency words at my grade level correctly?

How can I write an opinion piece? ?

- How can I use graphic organizers that help organize my ideas for opinion writing?
- How can I write about my opinion in a commentary, essay, or letter?
- What techniques do opinion writers use to convince their readers? How can I use them?
- How can I use ads to help me understand how to write an opinion piece?
- How can I choose strong word choices to affect my readers?
- How do writers support arguments or opinions with details and reasons? How can I do this?
- How can I use statistics to present my opinion?
- How can I logically organize details to provide reasons for my opinions?
- How can I use sensory images to add to the opinion e aspect of my writing?
- What types of openings and conclusion do writers of opinion text employ? How can I use them?
- How can descriptive words and techniques such as ‘snapshots’ and ‘thoughtshots’ be used in my opinion writing?
- How can literary elements such as similes and metaphors be used in my opinion writing to make it more descriptive?

I can use rhetoric to inform, present my opinion, and motivate the listener or reader.

I can effectively express my opinions in writing by:

- introducing a topic or text, clearly
 - organizing my ideas into logical groupings
 - providing logically ordered reasons, using words, phrases and clauses
 - link opinions and reasons using words, phrases and clauses
- providing a strong concluding statement or section that is related to the topic

<ul style="list-style-type: none"> • What decisions can be made about vocabulary to make the writing better? • How can I use the author’s direct words to help prove my point? 	
<p>Unit Rationale</p> <p>We live in a world where opinions are expressed each day in the wealth of media that surrounds us. Students need to understand how and why writers craft opinion pieces through a wide variety of reading experiences. This analysis and understanding can be used to provide a model for writing opinion pieces in many formats. Additionally students need to develop an appreciation for the power of opinion writing in their everyday lives through real world examples.</p>	<p>Unit Overview</p> <p>In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of persuasive or opinion texts in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces. Openings for opinion pieces will be emphasized in order to develop a repertoire for use.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Read alouds, shared reading, and class discussion of mentor texts with persuasive or opinion elements Whole group, small group, and individual analysis of touchstone persuasive or opinion texts Writer’s Notebook – collecting ideas Use digital tools to publish a piece of writing (Google docs/slides)ePortfolio Cross curricular projects: (science, social studies) Soc. Studies – opinion pieces related to curriculum concepts; suggested: American Revolution, 13 Colonies, Westward Movement Word Study activities – including but not limited to teacher sorts, partner sorts, writing activities, assessment Whole Group: watch and read famous speeches, identify evidence, opinion and rhetoric styles; Independently, using a printed text of the same speech, highlight evidence, opinion and rhetoric techniques with different colors Present an opinion orally (debate)</p>	

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Annette Hartstein, Lisa McGilloway, Beth Canzanese Revised by: Kristen Rosenberg
Reapproved June 2017

Course Title: English Language Arts Unit Name: Writing – Narrative Grade Level: 5

<p>Content Statements</p> <p>In this unit narrative writing skills will be developed. The craft of narrative writing will be explored through a wide variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of drafting, revising, and publishing pieces in a range of different narrative formats for different audiences and purposes. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p>NJSLS:</p> <p>W.5.3.4-6,10 L.5.1-6 SL.5.1-6</p>
<p>Overarching Essential Questions</p> <p>What routines and materials will help me be a more effective and successful writer?</p> <p>What have I read that can act as a model for my own narrative writing? How can I craft my own narrative writing on these models?</p> <p>How do writers make decisions about the mechanics of writing? How can I incorporate these decisions into my own writing?</p> <p>How can I reflect and self-correct in my writing through the revision process?</p> <p>How can I develop real or imagined experiences?</p>	<p>Overarching Enduring Understandings</p> <p>Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p> <p>Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.</p>
<p>Unit Essential Questions</p> <p>How can I work independently in Writing Workshop in a variety of ways that support effective writing such as:</p> <ul style="list-style-type: none"> ● Use a writer’s notebook? ● Collect ideas and topics ● Know steps of writing process? ● Use rubrics and graphic organizers to guide writing? ● Write for a sustained period? ● Reflect on my own writing? ● Conference with my peers and teachers? 	<p>Unit Enduring Understandings</p> <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p>

- Use touchstone and mentor texts?
- Revise and edit pieces to make them more effective?
- Develop a sense of voice in my own writing?

How can I make decisions about mechanics to make me a more effective writers such as:

- Know reasons for paragraphing?
- Use commas for a variety of purposes?
- Craft sentences of different length, variety, or complexity?
- Use capitalization for a variety of purposes?
- Use the correct form of adjectives and adverbs?
- Use colons, apostrophes, hyphens, parentheses, semicolons, and end punctuation effectively?
- Properly use action, linking, and helping verbs?
- Use verbs of different tenses that agree with the subject?
- Properly use different types of nouns?
- Use different types of pronouns?
- Use conjunctions and appositives?
- Use resources and references sources to help me make decisions about mechanics?
- Use correct spelling and legible handwriting or technology?
- Spell all high frequency words at my grade level correctly?
- Use Greek/Latin root words

What skills can I use to create narrative writing?

- How can I use graphic organizers that help organize narrative story elements?
- How can my personal experiences be part of a narrative piece?
- How can I write narratives in the 1st person? 3rd person?
- How can I use the ‘show don’t tell’ technique to make my narrative writing richer and more descriptive?
- How can I use the technique of “adding on” to add detail to my writing?
- How can I use the ‘magic of three’ technique to develop the plot of a narrative piece?

I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them.

I can use texts that I read to help guide my own writing.

I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.

I can use my knowledge of spelling patterns to help me spell and read words.

I can write about real or imagined experiences by:

- orienting the reader with a situation, narrator and character
- organizing an event sequence that unfolds naturally
- using dialogue, description and pacing
- using transition words and phrases
- using concrete words, phrases and sensory details
- providing a conclusion that follows from the experiences or events

<ul style="list-style-type: none"> • How can ‘snapshots’ and ‘thoughtshots’ be used to add detail to my writing? • How can I use vivid verbs, adjectives, and adverbs to make my writing more detailed? • What strategies can I use to create openings which ‘hook’ the reader? To create closings? • How can I incorporate sensory images into my writing? • How can I create realistic characters with character traits? • How can I use literary elements such as similes and metaphors be used to make my writing more descriptive? • What decisions can I make about word choice and vocabulary to make my writing better? 	
<p>Unit Rationale</p> <p>Writing involves both process and product. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in the narrative genre. Experiences in reading a variety of narrative texts and analyzing the author’s craft aid in the creation of a student’s own narrative piece. Elements of narrative writing can be used to help create pieces in which a writer may ‘speculate’ about what may happen in a fictitious scenario.</p>	<p>Unit Overview</p> <p>In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of narrative texts in order to uncover the craft used by authors of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces in this genre. The connection between narrative writing and the speculative writing required by standardized testing will be emphasized for the student.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Read alouds, shared reading, and class discussion of mentor texts with narrative elements Create anchor charts together Graphic organizers Narrative writing in the content areas Whole group, small group, and individual analysis of touchstone narrative texts Writer’s Notebook Interactive websites for narrative texts (publishing /creating) Use of Google docs/slides Use digital tools to publish a piece of writing ePortfolio Journal entries, diaries, point of view activities Sensory image writing Suspense writing using transition words</p>	

Analyze literary text and cite evidence from the text to support the analysis or reflection.

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Written By: Annette Hartstein, Lisa McGilloway, Beth Canzanese Revised: Kristen Rosenberg
Reapproved June 2017

Course Title: English Language Arts Unit Name: Writing: Informational Writing
Grade Level: 5

<p>Content Statements</p> <p>In this unit expository writing skills will be developed. The craft of expository writing will be explored through a wide variety of reading experiences in which one ‘reads like a writer’. The craft of document based writing will be introduced. Craft will also be honed through the experiences of drafting, revising, and publishing pieces in a range of different expository formats across the curriculum. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p>NJSLS:</p> <p>RI.5.1-10 RL.5.1-10 W.5.3-6, 10 L.5.1-6 SL.5.1-6</p>
<p>Overarching Essential Questions</p> <p>What routines and materials will help me be a more effective and successful writer?</p> <p>What have I read that can act as a model for my own informational writing? How can I craft my own informational writing based on these models?</p> <p>How do writers make decisions about the mechanics of writing? How can I incorporate these decisions into my own writing?</p> <p>How can I reflect and self-correct in my writing through the revision process?</p> <p>How can I write about the facts and information I have learned?</p>	<p>Overarching Enduring Understandings</p> <p>Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p> <p>Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.</p>

Unit Essential Questions

How can I work independently in Writing Workshop in a variety of ways that support effective writing such as:

- Use a writer’s notebook?
- Collect ideas, topics, and seeds
- Know steps of writing process?
- Use rubrics and graphic organizers to guide writing?
- Write for a sustained period?
- Reflect on my own writing?
- Conference with my peers and teachers?
- Use touchstone and mentor texts?
- Revise and edit pieces to make them more effective?
- Develop a sense of voice in my own writing?

How can I make decisions about mechanics to make me a more effective writers such as:

- Know reasons for paragraphing?
- Use commas for a variety of purposes?
- Craft sentences of different length, variety, or complexity?
- Use capitalization for a variety of purposes?
- Use the correct form of adjectives and adverbs?
- Use colons, apostrophes, hyphens, parentheses, semicolons, and end punctuation effectively?
- Properly use action, linking, and helping verbs?
- Use verbs of different tenses that agree with the subject?
- Properly use different types of nouns?
- Use different types of pronouns?
- Use conjunctions and appositives?
- Use resources and references sources to help me make decisions about mechanics?
- How can I use knowledge of spelling patterns to help me spell words in my writing?
- Use correct spelling and legible handwriting or technology?
- Spell all high frequency words at my grade level correctly?

Unit Enduring Understandings

I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.

I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.

I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.

I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them.

I can use texts that I read to help guide my own writing.

I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.

I can use my knowledge of spelling patterns to help me spell and read words.

When I report on the research I have conducted, I have to list the sources I used.

A thesis statement is a theory that has to be proved.

I can effectively write about the facts and information I have learned by:

- introducing a topic or text, clearly

What skills can I use to write informational pieces?

- How can I use graphic organizers that help organize my ideas for informational writing?
- How can I take notes and put information in my own words (paraphrase) to prepare for informational pieces?
- How can I use the author's words as evidence to my point?
- How do I decide on questions for research and write answers to these questions using facts, examples, and explanations?
- How do I write different types of essays in different content areas?
- How do I write short responses in all my subjects?
- How do I organize information using main idea sentences and supporting details?
- How can I use transition words to create bridges between paragraphs?
- How can I use techniques such as compare/contrast, problem/solution, or cause/effect to organize informational writing?
- How can text features such as: headings, labels, captions, and graphics be used in my informational writing?
- How can I add description to my informational writing?
- How can 'snapshots' and 'thoughtshots' be used to add detail to my writing?
- How can I use vivid verbs, adjectives, and adverbs be used to make my writing better?
- What types of openings (hooks) and conclusions can I use?
- How can I use tables, illustrations, or statistics to support my writing?
- How can I use vocabulary words and other WOW words to make my writing better?
- What is a thesis statement? How do I create a thesis statement?
- How can I use the author's direct words to help prove my point?

- providing a general observation and focus
- logically grouping related information
- using headings, illustrations and multimedia
- developing my topic with definitions, concrete details, quotes or other related information
- using precise language and domain specific vocabulary
- providing a strong concluding statement or section that is related to the topic

<p>Unit Rationale</p> <p>Most of what we read on a daily basis is written in expository or informational format. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in this genre. Experiences in reading a variety of expository pieces and analyzing the author’s craft aid in the creation of a student’s own expository piece. Techniques used by writers of informational text aid students in writing across the curriculum.</p>	<p>Unit Overview</p> <p>In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of expository and informational texts in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Read alouds, shared reading, and class discussion of mentor texts with informational elements Whole group, small group, and individual analysis of mentor informational texts Writer’s Notebook – collecting questions to research Graphic organizers Books for expository texts Use digital tools to publish a piece of writing (Google docs/slides)ePortfolio Research and write about a topic, using several sources, then present it orally Read informational text connected to social studies or science and analyze and/or reflect, by citing evidence Summarize main ideas and details in a speech Cross curricular projects: Social Studies, Science, Math topics (plan with content teacher) Research informational text to build a bank of fact for a debate Word Study activities – including but not limited to teacher sorts, partner sorts, writing activities, assessment</p>	

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Course Title: English Language Arts Unit Name: Comprehension Grade Level: 5

<p>Content Statements</p> <p>Reading is a balanced application of skills used with the ultimate goal of comprehending what is read. Comprehension involves the flexible and</p>	<p>NJSLS:</p> <p>RI.5.1-10 RL.5.1-10</p>
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<p>purposeful use of a variety of reading strategies: monitoring for meaning (metacognition), questioning, creating sensory images (visualizing), inferring, using schema (background knowledge), determining importance, and synthesizing. These skills and strategies can be learned and applied in a Reading Workshop setting as well as across the curriculum.</p>	<p>L.5.1-6 SL.5.1-6</p>
<p>Overarching Essential Questions</p> <p>What are my responsibilities as a student in a Reading Workshop?</p> <p>How can I read the words in the texts that I choose, in the texts I am required to read, and in texts I read electronically?</p> <p>How can I use and apply strategies to make meaning and track my thinking while reading?</p> <p>How can I cite and use appropriate textual evidence to prove and explain my thinking?</p>	<p>Overarching Enduring Understandings</p> <p>The routines of Reading Workshop allow students to read and understand a variety of texts written for different purposes.</p> <p>Reading involves decoding words in order to understand what is read.</p> <p>Comprehension is a recursive process that involves both the reader and the text.</p> <p>Successful readers understand that reading is thinking and flexibly use a variety of strategies while reading. Over time, this strategy use becomes automatic.</p> <p>Citing textual evidence and making relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text is important in order to prove their thinking is coherent.</p>
<p>Unit Essential Questions</p> <p>How can I work successfully in Reading Workshop? I can:</p> <ul style="list-style-type: none"> ● Understand and explain the different parts of a reading workshop: guided reading, shared reading, independent reading, literature circles, focus lessons, read alouds, etc. Understand how to choose a just right book- 5 finger rule ● Use the procedures for the classroom library ● Know the differences between the different genres in fiction and nonfiction 	<p>Unit Enduring Understandings</p> <p>Thinking about what I am reading will help me recognize when my reading is not making sense. I can use fix-up strategies to help me understand when this happens.</p> <p>Asking questions before, during, and after reading takes me deeper into what I am reading and gives me a purpose to read more.</p>

<ul style="list-style-type: none"> ● Write “Responses to Literature” letters to show how I can answer literature-based questions, summarize, and use reading strategies ● Understand the procedures and reasons for conferencing with the teacher ● Use comprehension strategies taught in focus lessons in Reading Workshop and across the curriculum ● Respond to what I read about in different written ways ● Help create “anchor charts” to use for future reference ● Participate in daily independent reading time ● Listen to and create book talks about what I am reading ● Use and understand text features in Reading Workshop and across the curriculum ● Explain why certain text features are used ● Recognize different print formats ● Understand that reading strategies can be used across the curriculum ● Read grade level poetry and prose <p>How can I monitor for meaning while reading? I can:</p> <ul style="list-style-type: none"> ● Recognize when my reading is not making sense ● Review, develop, and apply fix-up strategies when I recognize my reading is not making sense ● Leave tracks of my thinking in writing and during discussions- “texting about text” ● “Listen in” on the inner conversation that happens when I am reading texts ● Set a purpose for why I am reading a text ● Read texts from different points of view ● Compare and contrast texts from different points of view - How are events presented differently? ● Explain how the point of view impacts the events being described ● Read to identify an author’s purpose, views, or beliefs ● Tell how a fix-up strategy helped me make sense of my reading in discussion or in writing ● Reread to make sense of different paragraphs or sections of text ● Read at different speeds depending on my purpose for reading 	<p>Creating sensory images or making a “movie in my mind” helps me to understand what I am reading and connects me to the text more deeply.</p> <p>Inferring, or reading between the lines, helps me to understand and recognize that reading goes beyond the words on the page.</p> <p>I can use my background knowledge to help understand and connect what I am reading to what I already know.</p> <p>I can determine what is important to focus on as I am reading and use this to understand and remember the texts I am reading.</p> <p>I can synthesize by using two or more strategies at the same time in order to come to new understanding that is outside of the text.</p> <p>Many texts have parts, like chapters and stanzas.</p> <p>I can determine the historical context of a document by researching the author(s).</p> <p>When I am reading historical and technological text, I should pay close attention to the relationships between people, events and ideas.</p> <p>When I am reading a document, I should know something about the writer and the time period and place in which he lived.</p>
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- Use graphic organizers, sticky notes, etc. to help hold my thinking

How can I use questions to help my reading?

I can: Ask questions before, during, and after my reading

- Identify and create thick questions (inferential) and thin questions (literal)
- Understand that some questions get answered while others linger
- Understand how “wondering questions” can lead to research with nonfiction texts
- Explain how questions help clear up thinking or take my reading deeper
- Understand how questioning helps me make inferences and build new schema
- Locate and explain evidence in the text that supports or answers questions
- Use the ideas of others to make, change, or answer questions
- Explain how questioning can help me be a better reader

How can I create sensory images while reading?

I can:

- Automatically create images while reading or create them when directed to
- Understand that all five senses are part of creating sensory images
- Locate, write, or draw examples of sensory images and explain how they helped me understand the text
- Use visualizing to help remember the events that were read
- Change images when I get new information or someone brings up a different point
- Explain how choice of words can help create a sensory image
- Make a movie in my mind to help understand
- Notice and analyze how authors create sensory images so I can use these ideas in my writing
- Explain how creating sensory images can help me understand what I am reading
- Identify the sensory images in poems or dramas

- Identify and explain figurative language in a text and analyze how it impacts the readers
- Explain idioms, adages, and proverbs

How can I make inferences when I am reading?

I can:

- Use and explain context clues to help me infer the meaning of new words or ideas
- Use affixes (Greek & Latin) to discover word meaning
- Use the text and my background knowledge to help draw a conclusion about what I am reading
- Use the text to help me infer answers that are not “right there”
- Understand that if the text states a fact it is not an inference
- Cite evidence from the text that supports my inference
- Use text clues and background knowledge to make inferences about characters- traits, settings, and events
- Use inferring to help understand how text features can help me when reading nonfiction
- Use inferences to make and revise predictions
- Use inferences to identify the theme of a text (stories, poems, dramas)? What key details support the theme?
- Find similarities and differences in how themes are presented
- Understand why a text was written, What was its purpose?
- Explain how inferences help my understanding of what I read-Why do readers make inferences?

How can I use my schema to help me understand?

- I can: Be aware of my background knowledge and how it helps me before, during, and after reading
- Create relevant connections and how they help me better understand the text Understand that my own schema can affect the way I read and understand something
- See how schema about an author can help me understand what I am reading
- Know when I need to get more schema in order to understand what I am reading

- Explain how schema about text features can help me read nonfiction
- Be aware of how my schema changes as I get new information
- Make or revise predictions as I get new schema
- Recognize and explain how things like propaganda techniques, biases, and points of view can affect my understanding of what I read
- Explain how my schema helps me to understand what I read

How can I determine what is important about what I am reading and use it to help my understanding?

I can:

- Understand what is important at the word, sentence, paragraph, or passage level
- Determining what is important to help me summarize, finding the most important details for a summary
- Explain the one or more main idea of what I've read by determining what was most important
- Understand that what is important is different from what is interesting
- Explain how stating what is important is influenced by why I am reading something
- Identify the key elements of a story by determining what is important
- Use determining what is important to help with taking notes and research in the content areas
- Recognize and use ways to organize important information: charts, outlines, graphics, etc.
- Explain how determining what is important can help me understand what I am reading
- Determine the historical context of a document by using primary sources
- Identify an author's claim and evidence

How can I move toward synthesizing while reading?

I can:

- Understand that synthesizing is a combination of different reading strategies

<ul style="list-style-type: none"> ● Explain how synthesizing leads me to a new understanding of something outside of the text ● Understand how synthesizing can help with summarizing ● Understand how synthesizing can help me understand themes ● See that synthesizing can be shown through the multiple intelligences ● Identify and explain how text structures can help me synthesize new information I am reading in nonfiction texts ● Compare how different text structures present information ● Put together information from more than one source to help draw conclusions about what I am reading ● Explain how synthesizing can help me understand the mood of a novel, drama, or poem ● Compare and connect ideas from different texts to reach a higher level of understanding or a new understanding about a topic ● Thoughtfully critique an author’s purpose, ideas, views, or beliefs ● Understand how synthesizing can help me understand texts across the curriculum 	
<p>Unit Rationale</p> <p>The ultimate goal of the reader is to understand the text. Readers need a repertoire of strategies to help them make sense of text in all content areas as well as in daily reading in and out of the classroom. The seven comprehension strategies must be taught explicitly and purposefully so that students are fluent in the use of each one. Additionally, students must be guided in applying these strategies in a variety of reading contexts for pleasure as well as for information. Mastery of these strategies will lead to the ability to understand reading materials both in print and on the computer, vital skills for a learner in the 21st century.</p>	<p>Unit Overview</p> <p>In this unit students will continue to apply the comprehension strategies they have learned through the grades. They will become more flexible and independent with the use of these strategies depending on the reading task. In addition they will articulate, through discussion and in writing, how the use of reading strategies aids in their overall comprehension. Finally, they will progress toward synthesizing the use of all strategies both in reading and across the curriculum. Application of the strategies in order to address the standardized test demands of working with text and analyzing text will be emphasized.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Response to Literature and daily Independent Reading Reading Response Logs, Journals, tracking thinking through texting-about-text or post-its Guided Reading Groups Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers. Literature Circles</p>	

Author Studies: use of similar themes, genre or topic
Book Talks
Focus Lessons
Teacher created assessments of texts read
Anchor Charts – mentor authors, reading strategy use, etc.
Whole Group: identify the parts of informational and literary texts
Read two stories in the same genre and compare/contrast for theme and topic
Read a primary document from a particular time period and identify the relevant connections between events, people and ideas
Read informational or document text to identify the domain specific vocabulary and use reading strategies to determine their meaning – demonstrate meaning by drawing, acting, creating stories or poems, student dictionaries, vocabulary walls
Research Greek and Latin roots – keep a list of words have these roots
Create illustrations, comics or timelines while reading a piece of literature or informational text
Create classroom timeline of historical events to be used when writing about interactions, effects and relevant connection between people, events and ideas
Read firsthand accounts of the same event and analyze the differences in the POV (Holocaust, Civil War., Revolutionary War, Coming to America)
Compare accounts of historical events
Present about independent novels
Research a social studies or science topic and find information from several sources. Integrate and organize the information.
Reader’s Theater: student created plays based on a topic or story, specific to social studies or science
Compare and contrast poems for POV, poetic devices and theme. Write original poem using same elements
Read poems and match them with previously listed themes (on anchor chart)
Compare and contrast to their film counterparts, citing from both