

| Lesson 2 | | |
|--|---|--|
| Grade: 3rd | Unit 5: “The Pudding Like a Night on the Sea” | Instructional Days: 1 |
| Learning Intentions | | Success Criteria |
| <ul style="list-style-type: none"> I am learning to recognize that themes can be inferred from character’s actions, conflicts, and overall story elements. I am learning to make connections to themes using the characters. I am learning to identify the theme of a story and explain the theme by providing evidence and examples from the text effectively in my writing. I am learning to use conjunctions, <i>because</i>, <i>although</i>, and <i>since</i>, effectively to help me think about the story and create clear and coherent sentences. I am learning to generate ideas and organize them effectively to create a coherent and well-structured essay or response. | | <ul style="list-style-type: none"> I can identify the theme in a given text and clearly express its underlying message in complete sentences that captures the central message. I can provide a well-reasoned explanation of the lesson the father taught to his sons by supporting the analysis with evidence from the text, such as character actions that illustrate the theme. I can accurately use conjunctions, <i>because</i>, <i>although</i>, and <i>since</i>, when thinking about a story and improving sentence structure when writing. I can write a coherent and organized essay or response that includes an introduction, body paragraphs with supporting evidence, and a conclusion summarizing the theme’s significance. I can spell words correctly and use a spelling resource when needed. |
| NJSL Standards | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures)</p> <p>RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>RL.CT.3.8 Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).</p> <p>W.AW.3.1. Write opinion pieces on topics or texts, supporting a point of view to present an idea with reasons and information.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>L.KL.3.1 L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>SL.PE.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> | | |
| Key Instructional Practices | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> How did the plot/events/characters help you determine the theme? | | Daily Instructional Tasks: <ul style="list-style-type: none"> Students will write a composition that explains, What lesson does the father teach his sons? Use evidence from the text to support your response. Grade 3: Unit 8: Lesson 2: DIT |
| Vocabulary: <ul style="list-style-type: none"> <u>Squirted</u>: To release a small amount of liquid or substance in a quick, | | Learning Resources/Materials: <ul style="list-style-type: none"> Text, Grade 3: Unit 8: The Pudding Like a Night on the Sea |

forceful manner.

- **Yolks:** The yellow part of an egg; it is surrounded by egg white.
- **Beating/Beater:** The action of mixing ingredients vigorously, often using a utensil called a beater.
- **Guarded:** To protect or watch over something to keep it safe.
- **Raft:** A flat, floating platform made of logs, planks, or inflatables, often used for crossing bodies of water.
- **Splashed:** To scatter or throw drops of liquid in different directions.
- **Whipped:** To beat or mix something, like cream or eggs, rapidly to make it frothy or fluffy.
- **Sniffed:** To inhale or draw in air through the nose to smell something.
- **Floating:** Resting or moving on the surface of a liquid without sinking.
- **Craters:** Round depressions or hollows on the surface of a planet, moon, or other celestial bodies, usually caused by impact.
- **Booming:** A loud and deep sound, often resembling a low-pitched noise.

- Writing Organizer, [Lesson 2: SPO](#)
- Rubric, [Grade 3: Unit 8: Lesson 2: Rubric](#)
- Interactive Notebook
 - Theme
 - Conjunctions

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Interactive Notebook: Theme

1. Have students write today's topics under the Table of Contents in their Interactive Notebook.
2. Begin by explaining what the term theme means. Tell the students that a theme is the big idea or lesson that the author wants us to learn from the story. It's the message or deeper meaning of the story.
3. Write the term, *theme* on the board. Have a class discussion about what the students think a theme might be. Encourage them to share their ideas and thoughts.
4. Then turn to the first notes page. Have students write or make copies of relevant charts/information to paste into their notebook.
5. Provide examples of themes that are relatable to previous books or stories read in class. Discuss each theme and provide simple explanations of what they mean. Create a class theme chart to add throughout the year.
6. Remind students to pay attention to the story to determine the theme.

Interactive Notebook: Conjunctions

1. Start by explaining that subordinating conjunctions are special words that help us connect two parts of a sentence. These words are like bridge builders that connect ideas in a sentence.
2. Write the term, *subordinating conjunctions*, on the board. Discuss the role of conjunctions in sentences and how they connect words or groups of words.
3. Provide students with a list of common subordinating conjunctions, make copies and paste into their notebook.
4. Explain the meaning of each conjunction, *because*, *although*, *since*, and provide simple examples to illustrate how they connect ideas.
5. Display a sentence example on the board that includes a subordinating conjunction. Read the sentence aloud and ask the students to identify the subordinating conjunction and explain what it does in the sentence.
6. **Student Activity:** Have students work in pairs to complete the sentences using each conjunction:
 - a. Complete these 3 statements about Julian, Huey, and the pudding that makes sense.
 - i. _____ the pudding looked like craters on the Moon, _____.
 - b. Suggested Responses:
 - Because** *the pudding looked like craters on the Moon, Huey and I tried to even it out with spoons.*
 - Although**, *The pudding looked like craters on the moon, that didn't stop Huey and me from eating more.*
 - Since the** *pudding looked like craters on the moon, we tried to fix it, but we ate more pudding instead.*
 - c. **Turn and Talk:** How does using the conjunctions— although, because, since— help you think about the story?

Part 2: Whole Group Discussion

1. Discuss the main events and characters. Ask students to think about what lesson or message the story is trying to teach.
2. **Think, Pair, Share:** What lesson does the father teach his sons? How do you know?

Part 3: Daily Instructional Task: Theme Writing

1. Think about the events that occur with the father and his two sons in Chapter 1 of the book, *The Stories Julian Tells*.
2. **Student Activity:** Their assignment is to write a composition that explains, *What lesson does the father teach his sons? Use evidence from the text to support your response.*
3. Have students use the SPO (Single Paragraph Outline) to organize their ideas before writing their composition.
4. In their writing they should:
 - a. support with evidence from the story
 - b. include an introduction and conclusion
 - c. write at least 5 sentences
 - d. punctuate each sentence correctly
 - e. use subordinating conjunction (because, although, and since) to begin or within one of your sentences.
 - f. Spell correctly.
5. **Possible Responses:**
It is important to take responsibility when you ruin something.
If your actions cause harm, you must fix what you harmed.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may think that themes are the same as topics or subjects.
- Students may think that there's only one correct theme for a story.
- Students may think that themes are explicit and directly stated in the text.
- Students may think that conjunctions are only used to connect short sentences.
- Students may think that writing about themes involves simply summarizing the story.

Teacher Notes:

- Possible Center activities: Subordinating Conjunctions, Literal vs Nonliteral, and Theme.

| Lesson 3 | | |
|--|---|-----------------------|
| Grade: 3rd | Unit 5: “Catalog Cats” | Instructional Days: 2 |
| Learning Intentions | Success Criteria | |
| <ul style="list-style-type: none"> I am learning to make an inference about a character based on details from the text and schema. I am learning to apply what we have read in a previous story, to a new story about the same characters. I am learning to comprehend the main ideas and key details of a given text to answer comprehension questions related to the text. I am learning to expand my vocabulary and language skills by learning new words and their meanings and applying them in my reading and writing. | <ul style="list-style-type: none"> I can make relevant and logical inferences about a character based on details from the text and schema. I can provide well-reasoned explanations for my inferences, demonstrating a clear understanding of the evidence that led to my conclusions. I can use what I know about Julian, Huey, and Dad from “The Pudding Like a Night on the Sea” to better understand why characters in “Catalog Cats” act as they do. I can reread to answer comprehension questions related to the text accurately. I can identify and define new vocabulary words from a given text and incorporate new words into sentences or short paragraphs to demonstrate my understanding and proper usage. | |
| NJSL Standards | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures)</p> <p>RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>RL.TS.3.4 Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.RW.3.7 Engage in independent and task-based writing for both short and extended periods of time (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences], producing written work routinely.</p> <p>SL.PE.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> <p>L.WF.3.2 Demonstrate command of the conventions of encoding and spelling.</p> <p>L.VL.3.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> | | |
| Key Instructional Practices | | |
| Key Teacher Questions Posed During the Lesson: | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> How does Julian use his imagination to bring the “Catalog Cats” to life? What effect does it have on his audience? Why is Julian tricking Huey? Are Julian and his father telling the truth about catalog cats to Huey? | <ul style="list-style-type: none"> Students will complete the text-dependent comprehension questions. Students will complete a 3-2-1 Exit Ticket | |

- This chapter portrays Julian as a creative storyteller. How does storytelling allow Julian to express himself and share his ideas and emotions?

Vocabulary:

- **catalog** - a list of items, for example of things that people can look at or buy.
- **quiver** - to shake slightly; to make a movement.
- **invisible** - cannot be seen
- **request** - the action of asking for something formally and politely; a thing that you ask for.
- **ordinary** - not unusual or different in any way.
- **ignorant** - not having or showing much knowledge or information about things; not educated.

Learning Resources/Materials:

- Text, [Grade 3: Unit 8: "Catalog Cats"](#)
- Questions, [Grade 3: Unit 8: Lesson 3: Everybody Writes](#)
- Short Video, [Lifted - Pixar](#)
- Picture Inference, [Lesson 3 - Picture Inference](#)
- Daily Instructional Task, [Lesson 3 - 3-2-1- Exit Ticket](#)
- 3,2,1 Rubric, [3.2.1 Rubric](#)
- Interactive Notebook
 - [Inference](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Interactive Notebook: Inference

1. Begin by explaining what an inference is. Tell the students that an inference is a guess or conclusion we make based on clues from the information we have.
2. Write the term, *inference*, on the board. Discuss the concept of using clues to make educated guesses in everyday situations. Use examples they can relate to, like guessing the weather based on the sky or predicting an action from someone's facial expression.
3. Discuss how clues in stories or texts can give us information that is not explicitly stated. Clues can be words, actions, feelings, or events that help us figure things out.
4. Watch a short clip, [Lifted - Pixar](#) . Use questions based on the characters actions, thoughts, or feelings. After watching the film, make inferences and support the inferences with evidence from the video.
 - a. Why is one of the aliens writing on a clipboard?
 - b. Why is the human floating through the air in all different directions?
 - c. Why is the little alien yelling?
 - d. Does the little alien have a lot of experience lifting humans out of their homes?
5. Then project a picture from Chapter 2 of the story, [Lesson 3 - Picture Inference](#) . Students will analyze the picture. Ask students to make inferences based on what they notice from the picture. Then they can support the inference with evidence.
7. Input any relevant charts/information into their notebook.

Part 2: Vocabulary Notebook & Discussion of Key Terms

1. Share the vocabulary terms with students.
2. Ask students to explain these terms in their Vocabulary notebooks by including:
 - a. Each term with the word written correctly.
 - b. An explanation.
 - c. Drawing of a picture that will help them to remember the word and its meaning.
 - d. The word in an original sentence.
3. Then review the explanations.

Part 3: Teacher Read Aloud with Stopping Points for Writing

1. Read aloud the story, ["Catalog Cats"](#) to students. They will each need to have a copy of the text as well.

2. During the read aloud you will be stopping four (4) times for students to write in response to a specific question.
3. Encourage students to write before talking and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing.
4. After students have written for a 1 to 2 minutes, invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.
5. The goal of Everybody Writes is to help students build a better understanding of the text as they read. Make sure to clarify misconceptions so that as students read on, they do so with better understanding.

Part 4: Daily Instructional Task: Reflection

1. Briefly go over the main points of the chapter.
2. Introduce and explain the 3-2-1 format:
 - a. 3 Things - Students will write down three things they learned about the characters from the chapter.
 - b. 2 Questions - Students will list two questions they still have about the characters or things they didn't fully understand.
 - c. 1 Thing Interesting - Students will share one thing that caught their attention or piqued their interest about the character or during the lesson.
3. Distribute the organizer to each student, [3.2.1 Exit ticket](#).
4. Allow students time to reflect and fill in their responses. Remind them to think about the main points discussed during the lesson.
5. Take time to review the completed assignment. Look for common themes in the things students learned, questions, and interesting points. Address any misconceptions or confusion. Use information gathered to tailor future lessons.
6. Depending on time, you can choose to have students share one thing they learned, a question they have, or an interesting point they found to encourage class discussion.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may view inference as random guessing rather than making logical conclusions based on evidence.
- Students may make inferences without referring to evidence from the text, assuming their personal opinions are sufficient.
- Students might memorize vocabulary words' meanings without grasping their actual usage.
- Students could believe that one definition of a vocabulary word fits every context, overlooking nuances.
- Students might struggle with inferential questions and avoid answering them.
- Students may focus on providing a certain number of responses without fully considering their quality.

Teacher Notes:

- Video, [Catalog Cats \(from The Stories Julian Tells by Ann Cameron\)](#)

| Lesson 4 | | |
|---|---|-----------------------|
| Grade: 3rd | Unit 5: “The Pudding Like a Night on the Sea” and “Catalog Cats” | Instructional Days: 2 |
| Learning Intentions | Success Criteria | |
| <ul style="list-style-type: none"> I am learning to recognize that themes can be inferred from character’s actions, conflicts, and overall story elements. I am learning to make connections between characters and themes using multiple stories. I am learning to identify the theme of a story and explain the theme by providing evidence and examples from the text effectively in my writing. I am learning to generate ideas and organize them effectively to create a coherent and well-structured essay or response. | <ul style="list-style-type: none"> I can identify the theme of the story, “Catalog Cats” and clearly express its underlying message in complete sentences that captures the central message. I can provide a well-reasoned explanation of the lesson the Julian learned from his father by supporting the analysis with evidence from the text, such as character actions that illustrate the theme. I can make clear connections between characters and determine themes in two different texts that I have read. I can accurately use conjunctions, <i>because</i>, <i>although</i>, and <i>since</i>, when thinking about a story and improving sentence structure when writing. I can write a coherent and organized essay or response that includes an introduction, body paragraphs with supporting evidence, and a conclusion summarizing the theme’s significance. I can spell words correctly and use a spelling resource when needed. | |
| NJSL Standards | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures)</p> <p>RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).</p> <p>W.AW.3.1. Write opinion pieces on topics or texts, supporting a point of view to present an idea with reasons and information. (Students may use information from texts they have read to state their opinions on when the environment changes, due to climate change, the types of plants and animals in that region change.)</p> <p>SL.PE.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> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> | | |
| Key Instructional Practices | | |
| Key Teacher Questions Posed During the Lesson: | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> How did the actions of the characters help you determine the theme? How did Julian change in this chapter, Catalog Cats? | <ul style="list-style-type: none"> Students write a composition that explains, think about the two stories: “The Pudding Like a Night on the Sea” and “Catalog Cats.” What does Julian learn | |

from his father? What can we learn from that lesson? Use evidence from both chapters to support your answer. [Grade 3: Unit 8: Lesson 4: DIT](#)

Vocabulary:

- **Catalog:** A list of items, products, or things, often organized with details such as descriptions and prices.
- **Guarded:** To protect or watch over something to keep it safe.
- **Raft:** A flat, floating platform made of logs, planks, or inflatables, often used for crossing bodies of water.
- **Quiver:** To shake or tremble with small, rapid movements.
- **Invisible:** Something that cannot be seen with the eyes; hidden from view.
- **Request:** To ask for something politely or formally.
- **Ordinary:** Common or usual, not special or exceptional.
- **Ignorant:** Lacking knowledge or awareness about something.

Learning Resources/Materials:

- Text, [Grade 3: Unit 8: "Catalog Cats"](#)
- Partner Reading Note-catcher, [Lesson 4 - Note-Catcher for Chapter 2](#)
- Writing Organizer, [Lesson 4: SPO](#)
- Rubric, [Grade 3: Unit 8: Lesson 4: Rubric](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

Part 1: Interactive Notebook: Review Theme

1. **Think, Pair, Share:** How do you determine the theme?
2. Based on student responses, review the steps they should use:
 - a. Read the story, pay attention to the plot. Ask yourself, What is the story about?
 - b. Analyze the main character by following their actions and thoughts. Did the character have a problem? Did the character change or learn anything from the events?
 - c. Think about the story as a whole: What do people learn from reading the story?
3. Students will now keep these steps in mind when reading the story with their partners.
4. Have students turn to the Theme notes using the Table of Contents. Review and add any relevant charts/information needed to paste into their notebook.

Part 2: Partner Reading

1. Explain to students that they will be working with their partner to read the text.
2. As they are reading, they will use the note-catcher to follow the characters actions throughout the story.
3. When completed, students will use this to determine the theme.

Day 2

Part 3: Partner Conversations

1. Use the note-catcher given to discuss the questions: What does Julian learn from his father? What is the theme the author is trying to show us in this chapter? How do you know?
2. Then have students discuss: What is the theme that the author is trying to convey in this chapter? What evidence from the text supports that theme?

Part 4: Daily Instructional Task: Writing

1. **Student Activity:** Think about the two stories: "The Pudding Like a Night on the Sea" and "Catalog Cats." What does Julian learn from his father? What can we learn from that lesson as well? Use evidence from both chapters to support your answer.

2. Have students use the SPO (Single Paragraph Outline) to organize their ideas before writing their composition.
3. Remember to:
 - a. include what Julian learns from his father
 - b. what you can learn too
 - c. support your opinion with evidence from each story
 - d. Punctuate each sentence.
 - e. Use subordinating conjunction (because, although, and since) to begin or within one of your sentences.
 - f. Spell correctly.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may think that the theme of a story can be summed up in a single word, like “love” or “friendship.”
- Students may engage in casual chats with their partners during partner reading, without analyzing the text.
- Students might assume that only one partner should take the lead in the conversation, with the other passively listening.
- Students may write a summary of the story’s events instead of identifying and explaining the theme.
- Students might offer general statements about the theme without providing evidence from the text to support their claims.
- Students could think that themes are always moral lessons, overlooking broader messages about life, society, and human nature.

Teacher Notes:

- Suggested Center Activities: Theme - Use several short texts as well as previously read stories.

| Lesson 5 | | |
|--|---|-----------------------|
| Grade: 3rd | Unit 5: “Our Garden” | Instructional Days: 2 |
| Learning Intentions | Success Criteria | |
| <ul style="list-style-type: none"> I am learning to make an inference about a character based on details from the text and schema. I am learning to comprehend the main ideas and key details of a given text to answer comprehension questions related to the text. I am learning to expand my vocabulary and language skills by learning new words and their meanings and applying them in my reading and writing. I am learning to use conjunctions, <i>because</i>, <i>although</i>, and <i>since</i>, effectively to help me think about the story and create clear and coherent sentences. I am learning to understand, recognize, and interpret the intended meanings of nonliteral expressions in context. | <ul style="list-style-type: none"> I can make an inference about a character based on details from the text and schema. I can reread to answer comprehension questions related to the text accurately. I can identify and define new vocabulary words from a given text and incorporate new words into sentences or short paragraphs to demonstrate my understanding and proper usage. I can accurately use conjunctions, <i>because</i>, <i>although</i>, and <i>since</i>, when thinking about a story and improving sentence structure when writing. I can identify, explain, and demonstrate my ability to interpret the meanings of nonliteral expressions from a given text. | |
| NJSL Standards | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>SL.PE.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> <p>L.WF.3.2 Demonstrate command of the conventions of encoding and spelling.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>W.WP.3.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.RW.3.7 Engage in independent and task-based writing for both short and extended periods of time (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences], producing written work routinely.</p> | | |
| Key Instructional Practices | | |
| Key Teacher Questions Posed During the Lesson: | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> How are the characters different in this chapter compared to the two others? Why is the garden so important to Julian’s family? What do they grow in the garden? What is Julian’s father’s motivation for having Julian and Huey plant and take care of a garden? | <ul style="list-style-type: none"> Students will complete the text-dependent comprehension questions. Students will complete a 3-2-1 Exit Ticket | |

- What do Julian and his family learn from their experiences in the garden? How do these lessons go beyond just growing plants and extend to life values and skills?
- How are Huey and Julian able to enjoy their vegetables?
- What is revealed in this section about the way Julian thinks?
- How does the garden contribute to Julian's family's sense of accomplishment and self-reliance?

Vocabulary:

- **Harvest:** To gather crops or fruits from the fields when they are ripe and ready to be collected.
- **Scarlet Blossoms:** Flowers that are bright red in color.
- **Swirling:** To move around in a twisting or circular motion.
- **Supper:** The evening meal or dinner.
- **Rustling:** A soft, light sound made by the movement of leaves, paper, or other materials.
- **Weeded:** The act of removing unwanted plants (weeds) from a garden or field to allow the desired plants to grow better.

Learning Resources/Materials:

- Text, [Grade 3: Unit 8: Lesson 5: "Our Garden"](#)
- Questions, [Grade 3: Unit 8: Lesson 5: Everybody Writes](#)
- Daily Instructional Task, [Lesson 5 - 3-2-1- Exit Ticket](#)
- Rubric, [Lesson 5 - 3.2.1 Rubric](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

Part 1: Interactive Notebook: Review Nonliteral Language

1. Have students turn to the Nonliteral language notes using the Table of Contents.
2. Review and add any relevant charts/information needed to paste into their notebook.

Part 2: Vocabulary Notebook & Discussion of Key Terms

1. Share the vocabulary terms with students.
2. Ask students to explain these terms in their Vocabulary notebooks by including:
 - Each term with the word written correctly.
 - An explanation.
 - Drawing of a picture that will help them to remember the word and its meaning.
 - The word in an original sentence.
3. Then review the explanations.

Day 2

Part 3: Teacher Read Aloud with Stopping Points for Writing

1. Read aloud the story, "[Our Garden](#)" to students. They will each need to have a copy of the text as well.
2. During the read aloud you will be stopping five (5) times for students to write in response to a specific question.
3. Encourage students to write before talking and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing.
4. After students have written for 1 to 2 minutes, invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.

5. The goal of Everybody Writes is to help students build a better understanding of the text as they read. Make sure to clarify misconceptions so that as students read on, they do so with better understanding.

Part 4: Daily Instructional Task: Reflection

1. Briefly go over the main points of the chapter.
2. Introduce and explain the 3-2-1 format:
 - a. 3 Things - Students will write down three things they learned about the characters from the chapter.
 - b. 2 Questions - Students will list two questions they still have about the characters or things they didn't fully understand.
 - c. 1 Thing Interesting - Students will share one thing that caught their attention or piqued their interest about the chapter or during the lesson.
3. Distribute the organizer to each student, [3,2,1 Exit Ticket](#).
4. Allow students time to reflect and fill in their responses. Remind them to think about the main points discussed during the lesson.
5. Take time to review the completed assignment. Look for common themes in the things students learned, questions, and interesting points. Address any misconceptions or confusion. Use information gathered to tailor future lessons.
6. Depending on time, you can choose to have students share one thing they learned, a question they have, or an important point they want everyone to know to encourage class discussion.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may struggle to differentiate between literal and nonliteral phrases.
- Students may think they need to find and copy exact sentences from the text to answer comprehension questions.
- Students might struggle with inference questions and avoid answering them.
- Students might rush through the exit ticket, focusing solely on completing the 3,2,and 1 sections without thoughtful responses.
- Students could struggle with understand what type of information goes in each category (3 things learned, 2 questions, 1 thing to explore)
- Students might view the exit ticket as a standalone assignment rather than as a reflection of what they've learned.

Teacher Notes:

- Video, [Our Garden \(from The Stories Julian Tells by Ann Cameron\)](#)

| Lesson 6 | | |
|--|---------------------------|--|
| Grade: 3rd | Unit 5: "Because of Figs" | Instructional Days: 2 |
| Learning Intentions | | Success Criteria |
| <ul style="list-style-type: none"> I am learning to read with sufficient accuracy and fluency to comprehend. I am learning to check for understanding throughout the reading and to mark the problem and solution in the story. I am learning to practice effective communication and listening skills during partner discussions to exchange ideas and perspectives. I am learning to understand the purpose of using question words (who, what, when, where, why and how) to gather essential information from the text. | | <ul style="list-style-type: none"> I can demonstrate fluency and expression while reading aloud to engage in discussion with a partner. I can think about the characters, and the problem and solution when answering text dependent questions. I can actively participate in partner reading by asking and answering questions about the content, characters, or events in the text using a Check for Understanding card for comprehension. I can use question words to write a summary that is well-structured and organized, providing a clear overview of the main points covered in the text to ensure understanding. |
| NJSL Standards | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2 Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures)</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.WF.3.2 Demonstrate command of the conventions of encoding and spelling.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>SL.PE.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> <p>W.SE.3.6 Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information [from print and digital sources; take brief notes on sources and sort evidence into provided categories] to include while planning to write about a topic.</p> <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> | | |
| Key Instructional Practices | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: |
| <ul style="list-style-type: none"> What does Julian realize about himself when he first notices the fig tree has grown? What does Julian do to make himself grow? How does Julian's imaginative plan affect the fig tree? How does Julian solve the problem with the fig tree? How does Julian use his imagination to create and solve problems in this chapter? | | <ul style="list-style-type: none"> Students will complete the summary sentence for the chapter. |

Vocabulary:

- **figs:** sweet and soft fruits with a unique taste, usually eaten fresh or dried.
- **fence:** structure made of wood, metal, or other materials used to enclose or mark the boundary of an area.
- **compared:** when you compare things, you look at how they are similar or different from each other.
- **fertilizer:** substance or material added to soil to help plants grow better by providing essential nutrients.

Learning Resources/Materials:

- Text, [Grade 3: Unit 8: "Because of Figs"](#)
- Bookmark, [Bookmark](#)
- Check for Understanding Card, [Check for Understanding Card](#)
- [Lesson 6 - Summary Sentence- TWR](#)
- Interactive Notebook
 - Summary Statement

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

Part 1: Vocabulary Notebook & Discussion of Key Terms

1. Share the vocabulary terms with students.
2. Ask students to explain these terms in their Vocabulary notebooks by including:
 - Each term with the word written correctly.
 - An explanation.
 - Drawing of a picture that will help them to remember the word and its meaning.
 - The word in an original sentence.
3. Then review the explanations.

Part 2: Partner Reading

1. Give students a copy of the story, "[Because of Figs.](#)" Give them a Buddy Reading bookmark and a Check for Understanding Card.
2. Explain to students that they will be working with their partner to read the text. They will be reading it two times.
3. Have each member of the teacher-assigned pair take turns being "Coach" and "Player." Note: It is important to monitor and support students as they work together.
4. Ask the stronger reader to begin this activity as the "Player" and to read up to the first Stop and Check for Understanding.
5. Have the "Coach" follow along and prompt the peer to correct mistakes when necessary, using the Buddy Reading bookmark.
6. Have the pair switch roles and ask the weaker reader to become the "Player." The "Player" rereads the same text, and the "Coach" provides feedback.
7. When they finish reading this section, they should check their understanding by using the Check for Understanding Card.
8. Repeat the process reading each section and using the Check for Understanding Card.
9. Remind students that they should sit side-by-side, read with soft voices, and take time to discuss what they have read.

Day 2

Part 3: Interactive Notebook: Introduce Summary Statement

1. Have students write today's topic under the Table of Contents in their Interactive Notebook.
2. [Think, Pair, Share:](#) What is a summary? Discuss with students that this strategy will help to create a clear summary of the chapter.
3. Then turn to the notes page of their notebook. Give students a copy of the summary sentence chart to paste into their notebook.
4. As a whole group, model using the summary sentence organizer with the previous chapter, "Our Garden" See notes below for an example.

Part 4: Daily Instructional Task: Summary Sentence

1. Think about the main ideas, characters and events from the chapter.
2. Answer the relevant questions about the chapter by completing the [summary sentence organizer](#).
3. Use the key events and details identified to create a summary sentence for the chapter.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may assume that a summary should include every single detail from the text, resulting in overly lengthy summaries.
- Students might read separately during partner reading and then move on without discussing the text together.
- Students might rely solely on their partner's interpretation when creating a summary, rather than contributing their own insights.

Teacher Notes:

- Note: If this task is too difficult for some students, bring them into a small group and treat this as shared reading with the teacher reading first and the students following along. Read the text first to them and then ask them to reread it and conduct the group as guided reading.
- Video, [Because of Figs from The Stories Julian Tells](#)
- Summary Sentence lesson example, [Summary Sentence: A 3rd grade lesson based on the work of Judith Hochman and the Writing Revolution](#)

| Lesson 7 | | |
|---|---|-----------------------|
| Grade: 3rd | Unit 5: "Because of Figs" | Instructional Days: 1 |
| Learning Intentions | Success Criteria | |
| <ul style="list-style-type: none"> I am learning how a character uses storytelling to make sense of situations and to relate to others. I am learning to comprehend the main ideas and key details of a given text to answer comprehension questions related to the text. I am learning to practice effective communication and listening skills during partner discussions to exchange ideas and perspectives. I am learning to generate ideas and organize them effectively to create a coherent and well-structured essay or response. | <ul style="list-style-type: none"> I can develop my writing ideas by first participating in focused conversations with peers. I can develop writing fluency by briefly writing about important topics I am learning. I can reread to answer comprehension questions related to the text accurately. I can actively participate in partner reading by asking and answering questions about the content, characters, or events in the text using a Check for Understanding card for comprehension. I can write a coherent and organized essay or response that includes an introduction, body paragraphs with supporting evidence, and a conclusion. | |
| NJSL Standards | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences], producing written work routinely.</p> <p>SL.PE.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> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> | | |
| Key Teacher Questions Posed During the Lesson: | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> Why did Julian eat the leaves of his fig tree? How many years did it take for Julian to get almost as tall as his dad and the fig tree taller than the house? Do you think the dad knew he was eating the leaves? What caused the fig tree not to grow? Why do you think Julian's family is so excited about having a fig tree in their yard? What do you think figs represent to them? | <ul style="list-style-type: none"> Students will use the Power Writing routine to answer the questions given about the story. Grade 3: Unit 5: Lesson 7: Power Writing | |
| Vocabulary: | Learning Resources/Materials: | |
| <ul style="list-style-type: none"> <u>figs</u>: sweet and soft fruits with a unique taste, usually eaten fresh or dried. <u>fence</u>: structure made of wood, metal, or other materials used to enclose or mark the boundary of an area. | <ul style="list-style-type: none"> Text, Grade 3: Unit 8: "Because of Figs".pdf Grade 3: Unit 8: Lesson 7: Partner Discussion Grade 3: Unit 5: Lesson 7: Partner Disc. Rubric Grade 3: Unit 5: Lesson 7: Power Writing | |

- compared: when you compare things, you look at how they are similar or different from each other.
- fertilizer: substance or material added to soil to help plants grow better by providing essential nutrients.

- Interactive Notebook
 - [Power Writing](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Partner Discussion: Express Understanding

1. Partner students and give them a general discussion topic:
 - a. How does Julian's "storytelling" get him into and out of trouble?
2. Each student takes turns being the speaker or the listener.
3. When the speaker is finished speaking, have the listener repeat one of the speaker's main points, and ask a follow-up question as needed.
4. Repeat this process using this question:
 - a. How does Julian use stories to make sense of situations and to relate to others?
5. Before the discussion, set the ground rules based on an established routine developed with the students (e.g., conversation starters or accountable talk)
6. Use sentence frames (targeting simple, compound, and complex sentences) for students to use as a reference for speaking in complete sentences during the discussion.

Part 2: Daily Instructional Task: Power Writing

1. Provide students with this question: How does Julian's "storytelling" get him into and out of trouble?
2. Give students 1 minute to NOW answer the question by writing everything they can based on the discussions with their partners.
3. Ask students to count the number of words they wrote and place that number at the top of the page and circle it.
4. Repeat the process with this question: How does Julian use stories to make sense of situations and to relate to others?
5. Students then record their personal best (highest fluency) on their individual record-keeping chart. This chart should be maintained in their interactive notebook.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may believe that their power writing should result in a perfectly polished piece of writing on the first try.
- Students could prioritize writing a certain quantity of words or pages during power writing, neglecting the quality of their ideas.

Teacher Notes:

- Note to teachers: See grade 3 students using Power Writing in this video: [Power Writing](#)
- Video, [Because of Figs from The Stories Julian Tells](#)

| Lesson 8 | | |
|---|---|-----------------------|
| Grade: 3rd | Unit 5: “My Very Strange Teeth” | Instructional Days: 2 |
| Learning Intentions | Success Criteria | |
| <ul style="list-style-type: none"> • I am learning to make inferences about a character. • I am learning to comprehend the main ideas and key details of a given text to answer comprehension questions related to the text. • I am learning to use conjunctions, <i>because, although, and since</i>, effectively to help me think about the characters actions or feelings and create clear and coherent sentences. • I am learning to generate ideas and organize them effectively to create a coherent and well-structured essay or response explaining why Julian said “Ow” two times. | <ul style="list-style-type: none"> • I can think about a character's actions to make an informed inference. • I can reread to answer comprehension questions related to the text accurately. • I can accurately use conjunctions, <i>because, although, and since</i>, when thinking about a story and improving sentence structure when writing. • I can write a coherent and organized essay or response that includes an introduction, body paragraphs with supporting evidence, and a conclusion that explains why Julian says “Ow!” twice at the end of the story. | |
| NJSL Standards | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures)</p> <p>SL.PE.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> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly.</p> <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences], producing written work routinely.</p> <p>L.VL.3.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> | | |
| Key Teacher Questions Posed During the Lesson: | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> • How was Julian feeling about his father’s ideas of pulling out his tooth? Use evidence to support your thinking. • How do Julian’s siblings, Huey and Gloria, react to his unusual teeth situation? How does their reaction affect Julian’s feelings about his appearance? • Julian often sees himself as different from others, especially when it | <ul style="list-style-type: none"> • Students will complete the text-dependent comprehension questions. • Students will write a composition that explains, Julian says “Ow!” twice at the end of the story. Why does he say, “Ow!” the first time? Why does he say, “Ow!” the second time? When answering, be sure to explain these phrases: “...my special mastodon-eating, double-biting, cave-boy teeth.” Grade 3: Unit 8: | |

| | |
|---|---|
| <p>comes to his teeth. How does the chapter explore themes of self-acceptance and embracing one's uniqueness?</p> <ul style="list-style-type: none"> • How do Julian's interactions with his family members change throughout the chapter, especially in terms of how they perceive and support him? | <p>Lesson 8: DIT</p> |
| <p>Vocabulary:</p> <ul style="list-style-type: none"> • <u>unusual</u>: something that is different or out of the ordinary; not common or typical. • <u>mastodon</u>: large, extinct mammal similar to an elephant that lived during prehistoric times. • <u>prehistoric caveman</u>: early humans who lived in caves. • <u>pliers</u>: a tool with two handles used for dripping, bending, or cutting objects. • <u>spool</u>: cylindrical object around which thread, wire, or other material is wound. • <u>thread</u>: thin strand of yarn, cotton, or other material used for sewing or weaving. • <u>shrugged</u>: to raise and lower shoulders to show uncertainty, indifference, or lack of concern. | <p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> • Text, Grade 3: Unit 8: "My Very Strange Teeth" • Questions, Grade 3: Unit 8: Lesson 8: Everybody Writes • Writing Organizer, Lesson 8: SPO • Rubric, Grade 3: Unit 8: Lesson 8: Rubric • Interactive Notebook <ul style="list-style-type: none"> ○ Inference ○ Conjunctions ○ Inferences & Conjunctions |
| <p>Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)</p> <p>Day 1</p> <p>Part 1: Interactive Notebook- Review Inference & Conjunctions & Partner Work</p> <ol style="list-style-type: none"> 1. Have students turn to the Inference and Conjunctions notes using the Table of Contents. 2. Review and add any relevant charts/information needed to paste into their notebook. 3. Before this activity explain that students will be using what they know about the characters to tell about the picture (schema+what you know = inferences) 4. Project a picture from Chapter 5. Have students work with a partner to create 3 inferences using the conjunctions, because, but, so. 5. <i>Possible Responses:</i> <ol style="list-style-type: none"> a. <i>Julian is holding a sign because he is trying to sell something to his friends.</i> b. <i>Julian is holding a sign but doesn't want the dinosaur to bother him while he is telling a story to his friends.</i> c. <i>Julian is holding a sign, so that he could explain to his friends what he is raising money for.</i> 6. Have students share their inference with their partner and give each other feedback. 7. After the activity, explain to students that they just made inferences and they will now read and make inferences while they read. <p>Part 2: Vocabulary Notebook & Discussion of Key Terms</p> <ol style="list-style-type: none"> 1. Share the vocabulary terms with students. 2. Ask students to explain these terms in their Vocabulary notebooks by including: <ol style="list-style-type: none"> a. Each term with the word written correctly. b. An explanation. c. Drawing of a picture that will help them to remember the word and its meaning. d. The word in an original sentence. 3. Then review the explanations. | |

Part 3: Teacher Read Aloud with Stopping Points for Writing

1. Read aloud the story, “[My Very Strange Teeth](#)” to students. They will each need to have a copy of the text as well.
2. During the read aloud you will be stopping five (5) times for students to write in response to a specific question.
3. Encourage students to write before talking and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing.
4. After students have written for a 1 to 2 minutes, invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.
5. The goal of Everybody Writes is to help students build a better understanding of the text as they read. Make sure to clarify misconceptions so that as students read on, they do so with better understanding.

Day 2

Part 4: Partner Work: Single Paragraph Outline

1. Review the SPO with students.
2. Model how to complete the SPO and create a composition using the outline.
3. Then put students into partners and have them complete an SPO and composition using the question, What are the methods Julian’s father suggests for removing Julian’s loose tooth? Remember to time students.
4. As a whole group, have partners share their compositions. Have students discuss and give feedback to each other.

Part 5: Daily Instructional Task: Explanatory Writing

1. **Student Activity:** Students will write a composition that answers the question, Julian says “Ow!” twice at the end of the story. Why does he say, “Ow!” the first time? Why does he say, “Ow!” the second time? When answering, be sure to explain these phrases: “...my special mastodon-eating, double-biting, cave-boy teeth.”
2. In your writing:
 - a. Punctuate correctly.
 - b. Use a subordinating conjunction (because, although, since) to begin or within one of your sentences.
 - c. Spell correctly.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class

Possible Misconceptions:

- Students may think that explanatory writing means summarizing the chapter’s events rather than explaining concepts or ideas in depth.
- Students may provide vague explanations or general statements without providing specific details to support their points.
- Students might think that learning vocabulary means memorizing isolated words without understanding their meanings in context.

- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Teacher Notes:

- Video, [My Very Strange Teeth from The Stories Julian Tells](#)

| Lesson 9 | | |
|---|---|---|
| Grade: 3rd | Unit 5: “Gloria Who Might Be My Best Friend” | Instructional Days: 2 |
| Learning Intentions | | Success Criteria |
| <ul style="list-style-type: none"> ● I am learning how a character’s actions contribute to the plot. ● I am learning how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story. ● I am learning to comprehend the main ideas and key details of a given text to answer comprehension questions related to the text. ● I am learning to understand the purpose of using question words (who, what, when, where, why and how) to gather essential information from the text. | | <ul style="list-style-type: none"> ● I can describe the characters in a story and explain how their actions contribute to the plot. ● I can reread to answer comprehension questions related to the text accurately. ● I can use question words to write a summary that is well-structured and organized, providing a clear overview of the main points covered in the text to ensure understanding. |
| NJSLS Standards | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures)</p> <p>RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.WF.3.2 Demonstrate command of the conventions of encoding and spelling.</p> <p>L.WF.3.3 Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>RL.MF.3.6 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>SL.PE.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> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.WP.3.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.SE.3.6 Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information [from print and digital sources; take brief notes on sources and sort evidence into provided categories] to include while planning to write about a topic.</p> | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: |
| <ul style="list-style-type: none"> ● Will Julian get made fun of because he has a friend that’s a girl? Why or why not? ● Why didn’t they look at each others’ wishes? ● What words did the author use to visualize Gloria? | | <ul style="list-style-type: none"> ● Students will complete the text-dependent comprehension questions. ● Students will write a summary sentence for the chapter, “Gloria Who Might be my Best Friend.” |

- Why did Julian and Gloria become friends? Give at least two examples from the story.
- What do you think are the reasons Gloria might have acted distant towards Julian and his family at first? How did Julian and his family react to her behavior?
- Describe some of the misunderstandings that occur between Julian, Gloria, and Julian's family. How were these misunderstandings resolved, and what lessons can be learned from them?

Vocabulary:

- Lonely: Feeling sad or without friends; being alone and wanting company.
- Fastened: To secure or attach something firmly, like tying a knot or using a button.
- Planning: Making a detailed arrangement or preparing in advance for an event or activity.
- Knot: A tangle or loop made by twisting or tying a piece of string, rope, or other material.
- Heavily: Something that is done with a lot of effort or weight; in a way that feels burdensome.
- Seriously: Doing something with importance and sincerity; not in a playful or joking manner.
- Squawked: A loud and harsh cry or sound, often used to describe a bird's call.
- Braided: Hair or other materials that are woven or twisted together to create a long, intertwined piece.
- Pale: Having a light or faint color, especially on the face, often related to feeling unwell or scared.
- Wondered: To think or ponder about something with curiosity or interest; to ask oneself questions about it.

Learning Resources/Materials:

- Text, [Grade 3: Unit 8: "Gloria Who Might be My Best Friend"](#)
- Questions, [Grade 3: Unit 8: Lesson 9: Everybody Writes](#)
- [Lesson 9 - Summary Sentence- TWR](#)
- Interactive Notebook
 - [Characterization](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

Part 1: Vocabulary Notebook & Discussion of KeyTerms

1. Share the vocabulary terms with students.
2. Ask students to explain these terms in their Vocabulary notebooks by including:
 - a. Each term with the word written correctly.
 - b. An explanation.
 - c. Drawing of a picture that will help them to remember the word and its meaning.
 - d. The word in an original sentence.
3. Then review the explanations.

Part 2: Teacher Read Aloud with Stopping Points for Writing

1. Read aloud the story, "[Gloria Who Might Be My Best Friend](#)" to students. They will each need to have a copy of the text as well.

2. During the read aloud you will be stopping five (5) times for students to write in response to a specific question.
3. Encourage students to write before talking and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing.
4. After students have written for a 1 to 2 minutes, invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.
5. The goal of Everybody Writes is to help students build a better understanding of the text as they read. Make sure to clarify misconceptions so that as students read on, they do so with better understanding.

Day 2

Part 3: Interactive Notebook: Characterization

1. Have students write today's topic under the Table of Contents in their Interactive Notebook.
2. Then turn to the first notes page. Have students write or make copies of relevant charts/information to paste into their notebook.
3. Begin by explaining what characterization is. Tell the students that characterization is how authors create and develop characters in stories by giving them traits, feelings, and actions.
4. Write the term, characterization, on the board. Discuss the role of characters in stories and why they are important for making stories interesting and relatable.
5. Think about the characters Gloria and Julian. Ask students to think of some character traits.
6. Think, Pair, Share: What is one character trait that describes Gloria and Julian's personality? What evidence from the text supports that character trait?

Part 4: Daily Instructional Task: Summary Sentence

1. Think about the main ideas, characters and events from the chapter.
2. Answer the relevant questions about the chapter by completing the [Summary Sentence organizer](#).
3. Use the key events and details identified to create a summary sentence.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may think that a summary is simply a list of events that happened in a story, rather than a concise retelling of the main ideas.
- Students might think that learning vocabulary means memorizing isolated words without understanding their meanings in context.

Teacher Notes:

- Video, [Gloria Who Might Be My Best Friend \(from The Stories Julian Tells by Ann Cameron\)](#)

| Lesson 10 | | |
|--|---|-----------------------|
| Grade: 3rd | Unit 5: “Gloria Who Might Be My Best Friend” | Instructional Days: 2 |
| Learning Intentions | Success Criteria | |
| <ul style="list-style-type: none"> I am learning to analyze character development in a story, focusing on how the characters change and evolve over the course of the story. I am learning to practice effective communication skills to actively listen to partner’s insights to convey my analysis of character development in written form. | <ul style="list-style-type: none"> I can describe the changes the character undergoes from the beginning to the end of the story. I can actively listen to my partner's contributions and contribute to the discussion by offering my insights and observations about the character's development. I can organize my writing with a clear and logical structure, including an introduction, body paragraphs, and a conclusion. | |
| NJSL Standards | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).</p> <p>L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>L.VI.3.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>SL.PI.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. (Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.)</p> <p>SL.PE.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> <p>SL.AS.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>W.IW.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> | | |
| Key Teacher Questions Posed During the Lesson: | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> How does Julian describe his relationship with Gloria at the beginning of the chapter, and how does it change throughout the story? What events lead to this change? Why do you think Gloria enjoys hearing Julian’s stories so much? How do his stories influence their friendship? How did Julian and his family show empathy towards Gloria when she was feeling sad? How does the chapter demonstrate the significance of communication and open conversations in resolving conflicts and building friendships? How does the chapter highlight the value of embracing diversity and | <ul style="list-style-type: none"> Students will write a composition that explains, How did Julian’s opinion change about having a girl as a friend from the beginning of the story to the end of the story? In your essay, describe what Julian learns about having a girl as a friend. Use evidence from the chapters to support your answer. | |

| | |
|---|---|
| learning from one another's differences? | |
| <p>Vocabulary:</p> <ul style="list-style-type: none"> ● <u>Lonely</u>: Feeling sad or without friends; being alone and wanting company. ● <u>Fastened</u>: To secure or attach something firmly, like tying a knot or using a button. ● <u>Planning</u>: Making a detailed arrangement or preparing in advance for an event or activity. ● <u>Knot</u>: A tangle or loop made by twisting or tying a piece of string, rope, or other material. ● <u>Heavily</u>: Something that is done with a lot of effort or weight; in a way that feels burdensome. ● <u>Seriously</u>: Doing something with importance and sincerity; not in a playful or joking manner. ● <u>Squawked</u>: A loud and harsh cry or sound, often used to describe a bird's call. ● <u>Braided</u>: Hair or other materials that are woven or twisted together to create a long, intertwined piece. ● <u>Pale</u>: Having a light or faint color, especially on the face, often related to feeling unwell or scared. ● <u>Wondered</u>: To think or ponder about something with curiosity or interest; to ask oneself questions about it. | <p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> ● Text, Grade 3: Unit 8: "Gloria Who Might be My Best Friend" ● Writing Organizer, Lesson 10: SPO ● Rubric, Grade 3 Unit 8: Lesson 10: Rubric |
| <p>Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)</p> <p>Part 1: Partner Conversations</p> <ol style="list-style-type: none"> 1. Ask each student to choose a character from the chapter (Julian or Gloria) and share what they think about that character. Did their opinion change throughout the chapter? Why or why not? 2. After conversation, have partners share one interesting insight or observation from their discussion with the whole class. <p>Part 2: Partner Work</p> <ol style="list-style-type: none"> 1. Provide each pair of students with a Venn diagram. Have them compare and contrast Julian and Gloria in terms of their personalities, interests, and actions. 2. Have students discuss what makes each character unique and what brings them together. <p>Part 3: Daily Instructional Task: Explanatory Writing</p> <ol style="list-style-type: none"> 1. Student Activity: How did Julian's opinion change about having a girl as a friend from the beginning of the story to the end of the story? In your essay, describe how Julian learns about having a girl as a friend. Use evidence from the chapters to support your answer. 2. Have students use the SPO (Single Paragraph Outline) to organize their ideas before writing their composition. 3. Remember to: <ol style="list-style-type: none"> a. support your opinion with evidence from each story b. Punctuate each sentence. c. Use subordinating conjunction (because, although, and since) to begin or within one of your sentences. | |

d. Spell correctly.

A proficient answer should have at least two parts:

- *Students should explain how Julian did not want to have a girl as a friend **at the beginning** of the story because he thought people would tease him. They should then cite evidence of how Julian and Gloria's friendship unfolded and led Julian to change his mind about having a girl as a best friend.*
- *Possible responses should include...*
 - *Gloria could do cartwheels. Julian tries but can't do them. Gloria doesn't tease him and he's glad.*
 - *They enjoyed looking at the eggs in the robin's nest and having a glass of Kool-Aid together.*
 - *Julian says, "I wish you'd live here a long time."*
- *At the end of the story Julian and Gloria make a Wish Kite. Julian wishes that Gloria would stay here and be his best friend. In general, the answer should show a clear understanding of how this progression of events led the two characters to becoming best friends and how Julian's opinion changed from the beginning of the story to the end of the story.*

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding of character development.

Teacher Notes:

- Video, [Gloria Who Might Be My Best Friend \(from The Stories Julian Tells by Ann Cameron\)](#)

| Lesson 11 | | |
|---|---|-------------------------|
| Grade: 3rd | Unit 5: Culminating Task & Test | Instructional Days: 1-2 |
| Learning Intentions | Success Criteria | |
| <ul style="list-style-type: none"> I am learning how to comprehend and recall key details from all chapters of the novel, "The Stories Julian Tells." I am learning to improve reading comprehension and critical thinking. I am learning to provide detailed and thoughtful responses to open-ended questions that require me to think critically and creatively about the novel's themes and messages. I am learning to analyze how characters' actions, motivations, and relationships contribute to the overarching message of the story. I am learning to generate ideas and organize them effectively to create a coherent and well-structured essay or response. | <ul style="list-style-type: none"> I can answer multiple-choice questions correctly, showing a clear understanding of key events, characters, and settings from all chapters of the novel. I can identify main ideas and details in the text. I can provide thoughtful and well-constructed responses to open-ended questions, offering relevant details and evidence from the text to support their answers. I can discuss how characters' motivations are influenced by the message's underlying themes. I can write a coherent and organized essay or response that includes an introduction, body paragraphs with supporting evidence, and a conclusion. | |
| NJSL Standards | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures)</p> <p>RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>W.AW.3.1. Write opinion pieces on topics or texts, supporting a point of view to present an idea with reasons and information.</p> <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>SL.PE.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> <p>SL.AS.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | | |
| Key Teacher Questions Posed During the Lesson: | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> What is the value of storytelling in <i>The Stories Julian Tells</i>? | <ul style="list-style-type: none"> Culminating Task: Students will write a composition that explains, What is a central message or lesson that can be learned by reading <i>The Stories Julian Tells</i>? Culminating Test: Students will answer the multiple-choice, fill-in, and open-ended questions based on all chapters of the novel, <i>The Stories Julian Tells</i>. | |
| Vocabulary: | Learning Resources/Materials: | |

- **Storytelling:** Telling or sharing interesting and imaginative tales or stories, often to entertain, teach, or share experiences.
- **Creativity:** Using your imagination to come up with new and original ideas, solutions, or ways of doing things.
- **Relationship:** The connection and bond you have with someone, like a friend, family member, or even a pet.
- **Honesty:** Always telling the truth and not trying to hide or lie about things, even when it might be difficult.
- **Values:** The things that are really important to you, like being kind, respectful, helpful, and fair.
- **Imagination:** The ability to think up and picture things in your mind that might not exist in the real world, like magical creatures or faraway lands.

- [Lesson 11: T-Chart](#)
- Writing Organizer, [Lesson 11: SPO](#)
- Culminating Test, [Unit 8 Culminating Test](#) (make a copy and assign to your students)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Partner Conversations

1. Have students work with a partner to create a T-chart with the following information:
 - a. Describe each character's decisions and actions.
 - b. Determine whether the results of their decisions and actions are positive or negative.
 - c. Determine the lesson that can be learned from the character's experience.

Part 2: Culminating Task

1. **Student Activity:** What is a central message or lesson that can be learned by reading *The Stories Julian Tells*? Explain how that message is conveyed through the main characters in the text. Write an opinion essay with an introduction that identifies a central message or lesson that is learned from *The Stories Julian Tells* and body paragraph that describes how the message is conveyed through Julian, Huey, and his father. Make sure to refer to the text to provide reasons that support your opinions.
2. Have students use the SPO (Single Paragraph Outline) to organize their ideas before writing their composition.

Part 3: Culminating Test

1. Students will complete the Google form test that includes answering the multiple-choice, fill-in, and open-ended questions based on all chapters of the novel, *The Stories Julian Tells*.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.

Possible Misconceptions:

- Students may mistake the central message of a text with the plot or events that occur in the story. They may summarize the plot.

- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

- Students might believe that the theme is always directly stated in the text, leading them to overlook implicit themes that require inference.
- Students might think that themes are always about moral lessons or right vs wrong.

Teacher Notes:

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Grade 3 NJSLA ELA Test Preparation

In these lessons, students learn about the New Jersey (NJSLA) for ELA as they study literature, U.S. documents of historical and literary significance, primary and secondary source documents, and science essays. Through these texts, students build knowledge. Students experience **Literary Analysis Task** and **Short Passage Set (Unit 1)**, and **Research Simulation Task**. They also practice Evidence-Based Selected Response (EBSR) and Prose Constructed Responses (PCR).

SECTION 1

Outcomes

STUDENTS WILL

1. RL 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. RL 2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. RL 3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
4. RL 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. RL 5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise
6. RL 6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature
7. RL 7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
8. RL 9: Analyze how an author draws on and transforms source material in a specific work.
9. RL.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

STUDENTS WILL

10. RI 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RST 1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
11. RI 2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RST 2: Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
12. RI 3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RST 3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. RH 3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
13. RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RH 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. RST 4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

STUDENTS WILL

14. L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
15. RST 5: Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). RH 5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
16. L 6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
17. RI 6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. RST 6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. RH 6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
18. RI 7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. RST 7: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. RH 7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
19. RI 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. RST 8: Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. RH 8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

STUDENTS WILL

20. RI.9. RI 9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. RST 9: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. RH 9: Compare and contrast treatments of the same topic in several primary and secondary sources
21. RI.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
22. W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
23. W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
24. W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
25. W.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
26. W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
27. W.9 Draw evidence from literary or informational texts to support analysis, reflection and research.
28. W.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 tasks, purposes, and audiences.
29. L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B.

Analyze nuances in the meaning of words with similar denotations.

ELA Content Guide for the NJSLA

The New Jersey Student Learning Assessments for English Language Arts (NJSLA-ELA) measures student proficiency with grade-level skills, knowledge, and concepts that are critical to college and career readiness. On each assessment, students read and analyze passages from authentic fiction and nonfiction texts. The test can also include multimedia stimuli such as video or audio. The NJSLA-ELA assessments emphasize the importance of close reading, synthesizing ideas within and across texts, determining the meaning of words and phrases in context, and writing effectively when using and/or analyzing sources.

For elementary school students, the content coverage for ELA task types (i.e., **Literary Analysis Task, Research Simulation Task, and Narrative Writing Task**) will be represented across grade 9 and on the ELA component of the New Jersey Graduation Proficiency Assessment (NJGPA). The grade 9 blueprint is composed of a **Narrative Writing Task and Research Simulation Task**. The ELA blueprint for the NJGPA includes a Literary Analysis Task and Research Simulation Task. This organizational structure ensures that high school students have an opportunity to complete all three ELA task types prior to graduation.

Overview of ELA Component of the NJSLA

The NJSLA-ELA blueprints define the total number of tasks and points for any given grade or course assessment. Grade 9 has one blueprint for all students. The grade 9 blueprint consists of a **Narrative Writing Task, Long or Paired Passage Set, and Research Simulation Task**. The NJSLA-ELA assessments:

- align to a representative sampling of standards and evidence statements;
- reflect the balance between literary and informational texts;
- include a writing task in each unit and associated scoring rubrics;
- align to the ELA Task Models;
- maintain all item types (Evidence-Based Selected Response; Technology-Enhanced Constructed Response; and Prose Constructed Response); and
- Report on all five subclaims and performance levels.

ELA Tasks on Grades 3-8

1. **Blueprint 1 for grade 3** consists of a Literary Analysis Task and Research Simulation Task. **Blueprint 2** is composed of a Narrative Writing Task, Short Passage Set, and Research Simulation Task. The units, ELA task types, and testing times for each blueprint are outlined in Tables 1 and 2. **Testing is 180 minutes. 4 passages are read.**
2. **Blueprint 1 for grades 4 through 8 consists** of a Literary Analysis Task, Short Passage Set, and Research Simulation Task. **Blueprint 2** is composed of a Narrative Writing Task, Long or Paired Passage Set, and Research Simulation Task. **Testing is 180 minutes. 5-6 passages are read.**
3. **There are three types of tasks:**
 - A. **Literary Analysis Tasks**—The Literary Analysis Task plays an important role in honing students' ability to read complex text closely, a skill that research reveals as the most significant factor differentiating college-ready from non-college-ready readers. This task will ask students to carefully consider literature worthy of close study, engage with the text by answering a series of questions, and then composing an analytic response to a prompt.
 - B. **Research Simulation Task**—The Research Simulation Task is an assessment component worthy of student preparation because it asks students to exercise the college-and-career readiness skills of observation, deduction, and proper use and evaluation of evidence across text types. In this task, students will analyze an informational topic presented through several articles or multimedia stimuli, the first text being an anchor text that introduces the topic. Multimedia as well as print texts can serve as the anchor text in RST tasks. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write an argumentative or informative/explanatory response to a prompt.
 - C. **Narrative Writing Task**—The Narrative Task requires students to respond to a literary text in a variety of creative ways not limited to extending a story or telling the story from another character's point of view. The Narrative Writing Task includes prompts designed to elicit narrative stories.

4. ELA Item Types

1. Evidence-Based Selected Response (EBSR) — Combines a traditional selected-response question with a second selected-response question that asks students to show evidence from the text that supports the answer they provided to the first question.
2. Technology-Enhanced Constructed Response (TECR) — Uses technology to capture student comprehension of texts in authentic ways that have been difficult to score by machine for large scale assessments (e.g., drag and drop, shade text).
3. Prose Constructed Responses (PCR) — Elicits evidence that students have understood a text or texts they have read and can communicate that understanding well, both in terms of written expression and knowledge of language and conventions.

ELA General Scoring Rules

1. **General Scoring Rules for EBSR Items:** EBSR items have two parts that together serve as a single item. For EBSR items that require only one correct answer in each part, students receive:
 - Full credit when they answer both parts correctly; and Partial credit when Part A is correct, but Part B is incorrect.
2. For EBSRs with one correct answer in **Part A and two or more correct answers in Part B**, students receive:
 - o Full credit when they answer both parts correctly; and
 - o Partial credit when Part A is correct, but Part B is partially or completely incorrect.

General Scoring Rules for TECR Items:

1. TECR items may have one part OR two parts that together serve as a single item. TECR items with two parts follow the same general rules as EBSR items. For most one-part TECR items, students receive:
 - o Full credit if they choose all correct responses; and
 - o Partial credit if they choose at least half of the correct responses.
 - o For one-part TECR items that includes six or more correct responses, students receive:
 - o Full credit if they choose all or nearly all (number of correct responses minus one) correct responses; and
 - o Partial credit if they choose at least half of the correct responses.

- o For one-part TECR items that require paired responses, students receive:
 - o Full credit when they choose all correctly paired responses; and
 - o Partial credit when they choose at least half of the correctly paired responses.
- 2. **For one-part TECR items that require ordering (for example - steps in a process), students receive:**
- 3. Full credit when they choose and correctly order the correct responses; and
 - o Partial credit when they choose and correctly order more than half of the correct responses. The ordering rule is a little different for summary items that include at least two additional responses besides the correct responses. Students receive:
 - o Full credit when they choose and correctly order the correct responses; and
 - o Partial credit when they either choose all correct responses but do not place them in the correct order, OR when they choose and correctly order more than half of the correct responses.

Testing Dates for NJSLA for SY 22-23

Testing Window for Computer: May 1, 2023 to May 26, 2023

Testing Window for Paper: May 1, 2023 to May 12, 2023

Makeup: May 30, 2023 to June 2, 2023

Performance-based Tasks - Prose Constructed Responses (PCR)

ELA task models guide the development of performance-based tasks that have a particular focus and elicit targeted evidences aligned to ELA content standards. Task models require students to analyze complex texts, synthesize ideas, and write to demonstrate their understanding.

LITERARY ANALYSIS

1. Task Focus: Impact of word choice (RL 1 and 4)
2. Task Focus: Structural analysis (RL 1 and 5)
3. Task Focus: Complex characterization (RL 1 and 3)
4. Task Focus: Analysis of how author draws on or transforms source material (RL 1 and 9)
5. Task Focus: Analysis of a subject or scene (RL 1 and 7)

RESEARCH

6. Task Focus: Point of view and purpose (RI 1, 6, and 9)
7. Task Focus: Point of view and purpose (RI1, RH 6 and RH 9).
8. Task Focus: Point of view and purpose (RST or RI 1, RST 6 and RST 9).
9. Task Focus: Use of illustrations and other visuals (RI 1, 7, and 9).
10. Task Focus: Use of illustrations and other visuals (s RST or RI 1, RST 7 and RST 9).
11. Task Focus: Analysis of argument (RI 1, 8, and 9).
12. Task Focus: Analysis of argument (RH or RI 1, RH 8 and RH 9).
13. Task Focus: Analysis of argument (RST or RI 1, RST 8 and RST 9).
14. Task Focus: Relationship of ideas (RI 1, 3, and 9)
15. Task Focus: Relationship of ideas (RH or RI 1 and RH 3).
16. Task Focus: Relationship of ideas (RST or RI 1 and RST 3).
17. Task Focus: Analyzing primary and secondary sources (RH or RI 1 and RH 9).
18. Task Focus: Comparing and contrasting information gained from various sources (RST or RI 1 and RST 9).

PREPARATION FOR ELA NJSLA, 100-MINUTE CLASS PERIODS

| | | | | |
|--|---|---|--|--|
| <p>Lesson 1: “Life Doesn’t Frighten Me” by Maya Angelou</p> <p>Notebook Quick Write/Partner Discussion (SL. 3.1, W.3.4), View Video and Partner Discussion (SL.3.1, 4), Partner Reading and Annotation of Text (RL.3.1, 2,3, 10 W.3.4, SL.3.1), Culminating Task: Home Assessment (RL.3 ; W.3.4), Answer Key</p> | <p>Lesson: 2: “Wallet Size” by Nikki Grimes</p> <p>Notebook Quick Write/Partner Discussion (SL. 3.1, W.3.4), Answer Questions and Partner Discussion (SL.3.1, 4), Annotation of Text (RL.3.1, 2,3, 10 W.3.4, SL.3.1), Reading Comprehension Assessment (RL.3 ; W.3.4), Answer Key</p> | <p>Lesson: 3: “Coyote and Fire” by D.M. Souza</p> <p>Notebook Quick Write/Partner Discussion (W.3.4), Everybody Writes (RL.3.1-4; 10, W.3.4, SL.3.1, L.3. L.3.3-5) (40 minutes), Culminating Task: “Coyote and Fire” (RL.3.1-5, W.3.1,3.9.A), Scoring Rubric for Prose Constructed Response, Answer Key, Sample Responses</p> | <p>Lesson 4: “Coyote and Fire” & “How the Stories Came To Be” by Mabel Powers</p> <p>Culminating Task: Analytic Essay, Introducing the Prompt and the Evidence Chart (W.3.4, 3.10. L.3.2), Rubric, Sample Response</p> | <p>Lesson 5: NJSLA Prose Constructed Response (RL1; RL6; W2; W4-10),</p> <p>WEDGE (W.3.4, 5, 6; SL.3 .1), HW: Revise story based on WEDGE feedback.</p> |
| <p>Lesson 6: “Sí Se Puede! The Legacy of César E. Chávez”</p> <p>Notebook Quick Write/Partner Discussion (RL.3.2, 4, W.3. 4, SL.3.1), Video Background (SL.3.1), Read and Answer Questions (RI.31,2,3, 10, W.3.4), Daily Instructional Task: Comprehension Assessment (RI.8.1, 2), Answer Key</p> | <p>Lesson 7: Conferring and Independent Reading</p> <p>Return NJSLA Prose Response Essay and Provide actionable Feedback.</p> | <p>Lesson 8: “The Basket Weaver” by Jacque Summers</p> <p>Reading and Writing in a 3-Column Notebook (RL. 3.1, 3.3, 3.4, 3.10, W.3.4), Trio Discussion (SL.3-1, W.3.4. 3.9.A), Daily Instructional Task; Comprehension Assessment (RL.3.1, 3. 4.5), Answer Key</p> | <p>Lesson 9: “The Basket Weaver” by Jacque Summers</p> <p>Culminating Task: Narrative Writing Task (W.3.3, L.3.1, 3.2,) (30 minutes), WEDGE (W.3.3, 4, 5, 6; SL.3.1, L.3.1, 2, 3), Narrative Writing Rubric</p> | <p>Lesson 10: NJSLA Practice Test Based Practice Test Unit 1: Literary Analysis Task (LAT) (RL.1, 2, 3, 4, 5, 6, W.3.2, 4-10), Prose Constructed Rubric</p> |
| <p>Lesson 11: “Claudette Colvin” by Britannica Kids</p> <p>Notebook Quick Write (W.3.4, SL.3.1), 4-Column Notebook and Independent Reading (RI.3.1.,2,3,4.10, W.3.4), Trio Discussion (SL.3-1, W.3.4. 8.9.A) Daily Instructional Task: Comprehension Assessment (RI.31, 3.2, 3.3, 3.4), Answer Key, Rubric</p> <p>Notebook Quick Write (W.3.4, SL.3.1), 4-column Notebook and Reading of an excerpt about the Boston Tea Party (RL. 3.1, 3.3, .3.4), Daily Instructional Task: Trio Discussion (SL.3-1, W.3.4. 8.9.A)</p> | | <p>Lesson 12: “Boston Tea Party” by Britannica Kids</p> <p>Notebook Quick Write (W.3.4, SL.3.1), 4-column Notebook and Reading of an excerpt about the Boston Tea Party (RL. 3.1, 3.3, .3.4), Daily Instructional Task: Trio Discussion (SL.3-1, W.3.4. 8.9.A)</p> | <p>Lesson 13: “The Native American Drum: Into the Circle” and “The Circle of Thanks”</p> <p>Notebook Quick Write (W.3.4, SL.3.1) Viewing and Understanding The Circle of Thanks by Joseph Bruchac (W.3.4, SL.3.1) - (RL.3.4, 3.10 W.3.4, SL.3.1, L.3.5), Reread and 3-column Notebook (RL.3.1, 3.2, L.3.5), Daily Instructional Task: Comprehension Assessment (RL.3.1, 3.2, 3.4, 3.5), Answer Key</p> | <p>Lesson 14: Culminating Task: Analytic Essay (W3.1, 3.9.A and B, L.3.1, L.3.2), Rubric</p> |
| <p>Lesson 15: NJSLA Practice Test: Computer-Based Practice Test Unit 2: Research Simulation Task (RST</p> | <p>Lesson 16: Provide actionable feedback to students</p> | <p>Lesson 17: “Soaring ‘on the Wings of the Wind’” & “Riding the Wind”-</p> <p>3-column Notebook and Independent Reading (RL.3.1, 3.2, 3.4, 3.10, W.4.4), Culminating Task: Research Simulation</p> | <p>Lesson 18: Norming Students’ Evaluation of RST Essays (Days 1-2) - Norming (RL.3.10),</p> <p>Small Group Discussion (SL.4.1), WEDGE (W.3.4, 5, 6; SL.3.1, L.3.1, 2, 3), Rubric, Anchor Papers, Paper Annotations</p> | |

Lesson 1: “Life Doesn’t Frighten Me” - Notebook Quick Write/Partner Discussion (SL. 3.1, W.3.4), View Video and Partner Discussion (SL.3.1, 4), Partner Reading and Annotation of Text (RL.3.1, 2,3, 10 W.3.4, SL.3.1), Culminating Task: Home Assessment (RL.3 ; W.3.4), Answer Key

Learning Intentions

1. I am learning to use SOAPSTONE to analyze a poem.
2. I am learning to identify themes in the poem “Life Doesn’t Frighten Me.”

Success Criteria

1. I can increase comprehension by annotating a text, identifying rhetorical devices and themes, and discussing my insights and confusions with a partner.
2. I can demonstrate comprehension of a text by correctly answering multiple choice and open ended questions.

Part 1: Notebook Quick Write/Partner Discussion (6 minutes)

1. Answer this question in writing in your notebook (4 minutes).
 - o *What are some things that commonly frighten people?*
2. Partner and discuss your writing (2 minutes).

Part 2: View Video and Partner Discussion (SL.3.1, 4) (14 minutes)

1. Watch the video on Maya Angelou. In this short interview, Angelou talks about why it is important to have courage. Play this video for students and ask them: Why is courage an important trait for leaders to demonstrate? Angelou also talks about how Dr. Martin Luther King Jr., an important leader in Civil Rights, showed courage but also had a sense of humor during difficult times. Like the speaker in the poem, why is it important to have a sense of humor and be silly? Can one have courage even if frightened by something?



Watch Here: [Maya Angelou On Courage](#)

Part 3: Partner Reading and Annotation of Text (RL.3.1, 2,3, 10 W.3.4, SL.3.1)
(20 minutes)

1. Read the text with each of you taking turns reading as noted.
2. Annotate the text by paraphrasing key sections, posing questions, and explaining key terms.
3. As you read, take notes on what you notice and wonder.

LIFE DOESN'T FRIGHTEN ME

by Maya Angelou (1978)

Maya Angelou (1928-2014) was an American poet, author, and Civil Rights leader. In this poem, a speaker discusses things that do not frighten them.



Mural painted by artist Danielle Mastrion, Newark, NJ (Ironbound)

TEXT (Partner A Reads)

- [1] Shadows on the wall
Noises down the hall
Life doesn't frighten me at all
- [5] Bad dogs barking loud
Big ghosts in a cloud
Life doesn't frighten me at all
- Mean old Mother Goose¹
Lions on the loose
They don't frighten me at all
- [10] Dragons breathing flame
On my counterpane²
That doesn't frighten me at all.
- [15] I go boo
Make them shoo
I make fun
Way they run
I won't cry
So they fly
I just smile
- [20] They go wild
- Life doesn't frighten me at all.
- Tough guys fight
All alone at night
Life doesn't frighten me at all

-
1. the made-up author of a group of famous fairytales, songs, and poems first written in the 1700s
 2. a quilt or blanket put on top of a bed

TEXT (Partner B Reads)

[25] Panthers in the park
Strangers in the dark
No, they don't frighten me at all.
That new classroom where
Boys all pull my hair

[30] (Kissy little girls
With their hair in curls)
They don't frighten me at all.

Don't show me frogs and snakes
And listen for my scream,

[35] If I'm afraid at all
It's only in my dreams.

I've got a magic charm³
That I keep up my sleeve
I can walk the ocean floor
And never have to breathe.

[40] Life doesn't frighten me at all
Not at all
Not at all.

Life doesn't frighten me at all.

3. a magical spell or item that brings luck

Part 4: Analyze the Poem through SOAPSTONE (RL.3.1, 2, 3, 4, 5; W.3.4; SL.3.1; L.3.5)

1. Ask students to work in trios and to complete a SOAPSTONE for the poem, "Life Doesn't Frighten Me."
2. Share the following information with students about tone (if needed).

Tone is an attitude of a writer toward a subject or an audience. Tone is generally conveyed through the choice of words (diction) or the viewpoint of a writer on a

particular subject.

Tone may be formal, informal, intimate, solemn, somber, playful, serious, ironic, condescending, or many other possible attitudes.

Tone decides how the readers read a literary piece and how they should feel while they are reading it. It also bestows voice to characters/speakers and it throws light on the personalities and dispositions of characters that readers understand better.

| | GUIDING QUESTIONS | MY ANSWERS |
|------|---|------------|
| S | What is the Subject of the poem? | |
| O | What is the Occasion of the poem? | |
| A | Who is the intended Audience for the poem? | |
| P | What is the poem's purpose ? | |
| S | Who is the Speaker in the poem ? | |
| TONE | What is the tone of the poem? | |

Part 5: Culminating Task: Home Assessment (RL.3.1.2.3.5.6; W.3, 9.A) (20 minutes), Rubric

Directions: For the following questions, choose the best answer or respond in complete sentences.

1.

What is the central message of "Life Doesn't Frighten Me At All?" (RL.3.2)

- A. It is important to face your fears and be brave.
- B. Most children are not afraid of anything.
- C. Many people find life very frightening.
- D. It is silly to be afraid of anything

2.

What does the following quote show about the speaker?

"I've got a magic charm / That I keep up my sleeve / I can walk the ocean floor / And never have to breathe?" (Lines 37-40) (RL.3.3)

- A. The speaker is likely a child who uses their imagination to face their fears.
- B. The speaker is likely a great swimmer who can hold their breath easily.
- C. The speaker is likely someone who uses magic to protect themselves.
- D. The speaker is likely a sneaky person who hides things from others.

3.

Which piece of evidence shows how the speaker faces her fears? (RL.3.1)

- A. "I just smile / they go wild" (Lines 19-20)
- B. "Tough guys fight / All alone at night" (Lines 22-23)
- C. "If I'm afraid at all / It's only in my dreams" (Lines 35-36)
- D. "I can walk the ocean floor / And never have to breathe" (Lines 39-40)

4.

Lines 13-20 add to the meaning of the poem by showing... (RL.3.5)

- A. that the speaker can scare dogs, lions, and dragons away.
- B. that the speaker does not like to cry about anything.
- C. how silly actions help the speaker face their fears.
- D. how smiling can make the speaker feel at ease.

5.

What is the speaker's point of view on fears in the poem? (RL.3.6)

Answer Key:

- 1. A (RL.3.2)
- 2. A (RL.3.3)
- 3. A (RL.3.1)
- 4. C (RL.3.5)

Sample Answer: Answers will vary; students should explain that the speaker believes fears can be scary, but there are ways to face fears and not be afraid. The speaker says, "I go boo / Make them shoo: (Lines 13-14). This shows that the speaker uses different ways to make their fears go away, including yelling "boo" at them so they no longer seem scary. Also, the speaker states "If I'm afraid at all/ It's only in my dreams" (Lines 35-36). This shows that the author does not get scared easily. Throughout the poem, the speaker repeats the phrase "Life doesn't frighten me at all" throughout the poem to show they are brave. It is possible they could be afraid of some things, but they can handle their fear by being confident. (RL.3.6)

GRADE 3 SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
RUBRIC IS USED TO SCORE RESPONSES TO THE RESEARCH SIMULATION TASK AND THE LITERARY ANALYSIS TASK.
RESEARCH SIMULATION TASK (RST) AND LITERARY ANALYSIS TASK (LAT)

| CONSTRUCT MEASURED | SCORE POINT 3 | SCORE POINT 2 | SCORE POINT 1 | SCORE POINT 0 |
|--|---|---|--|---|
| <p>Reading Comprehension and Written Expression</p> | <p>The student response</p> <ul style="list-style-type: none"> • demonstrates full comprehension by providing an accurate explanation/ description/ comparison; • addresses the prompt and provides mostly effective development of the topic that is consistently appropriate to task, purpose, and audience; • uses clear reasoning supported by relevant text based evidence in the development of the topic; • is effectively organized with clear and coherent writing; • uses language effectively to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> • demonstrates comprehension by providing a mostly accurate explanation/ description/ comparison; • addresses the prompt and provides some development of the topic that is generally appropriate to task, purpose, and audience; • uses reasoning and relevant, text-based evidence in the development of the topic; • is organized with mostly clear and coherent writing; • uses language in a way that is mostly effective to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> • demonstrates limited comprehension; • addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience; • uses limited reasoning and text-based evidence; • demonstrates limited organization and coherence; • uses language to express ideas with limited clarity. | <p>The student response</p> <ul style="list-style-type: none"> • does not demonstrate comprehension; • is undeveloped and/or inappropriate to the task, purpose, and audience; • includes little to no text based evidence; • lacks organization and coherence; • does not use language to express ideas with clarity. |
| <p>Knowledge of Language and Conventions</p> | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity.</p> <p>Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

Lesson 2: "Wallet Size" - Notebook Quick Write/Partner Discussion (SL. 3.1, W.3.4), Answer Questions and Partner Discussion (SL.3.1, 4), Annotation of Text (RL.3.1, 2,3, 10 W.3.4, SL.3.1), Reading Comprehension Assessment (RL.3 ; W.3.4), Answer Key

Learning Intentions

1. I am learning to analyze a text through the perspective of the speaker.
2. I am learning to brainstorm ideas in preparation for discussion.

Success Criteria

1. I can analyze a poem through answering text dependent questions.
2. I can participate in a discussion about the poem.

Part 1: Notebook Quick Write/Partner Discussion (6 minutes)

1. Answer these questions in writing in your notebook (4 minutes).
 - o *What makes you who you are?*
 - o *How are we changed by love?*
2. Partner and discuss your writing (2 minutes).

Part 2: Reading (RL.3.1, 2, 10)

1. Read the following poem, "Wallet Size" by contemporary poet, Nikki Giovanni..
2. Remember to define all terms you do not know.

Nikki Grimes is an African American author, poet, and journalist. Grimes is well known for her award-winning books written for children and young adults. She wrote this poem for children who feel unloved because of their weight.

This poem is called "Wallet Size." A wallet is a small, flat pocketbook used to hold money, cards, and small belongings.

As you read, take notes on the words the speaker uses to describe himself.

**Wallet Size
by Nikki Grimes 1997**



- (1) Yes! I am
rounder than most
which means
there is more of me
- (5) to love.
If you're smart
you'll cherish¹
my portrait²
and me, see
- (10) how snugly I fit
in the pocket
of your heart.

-
1. **Cherish** (verb) to show great love and care
 2. **Portrait** (noun) a painting, drawing, or photograph of a person

Part 3: Discussion (20 minutes)

Directions: Divide students into triads and have them brainstorm their answers to the following questions in the space provided. Be prepared to share original ideas in a class discussion.

- 1. Do you, or does anyone you know, carry a wallet? What kinds of things do people keep in their wallets? Let's say that you carried a wallet and kept pictures in it. What would the pictures be of?**

- 2. The speaker shares that "there's more of me / to love." What is something you love about yourself? What could you say to yourself to express or show this love?**

- 3. The speaker shares that having their picture will keep them in the "pocket / of your heart." Do you like to take pictures? Do you ever go back and look at older pictures you have taken? How does looking at these pictures make you feel?**

Additional discussion question: The speaker describes how they are "rounder than most," resulting in even more for loved ones to cherish. What does this mean to you?

Part 4: Reading Comprehension Assessment (RL.3.1.2.3.5.6; W.3, 9.A) (20 minutes), Rubric

Directions: For the following questions, choose the best answer or respond in complete sentences.

1.

Who is the speaker most likely addressing in this poem? (RL.3.2)

- A. someone who is a stranger
- B. someone whom they could love
- C. someone who is taking their picture
- D. someone who is not as smart as them

2.

What is the central message of the poem? (RL.3.2)

- A. People of all different sizes deserve to be loved.
- B. You should talk often to the people you love most.
- C. Wallets are helpful because they carry important things.
- D. Having a picture of someone can help you remember them.

3.

In line 6, the phrase "If you're smart" shows that the speaker — (RL.3.2)

- A. is smarter than everyone.
- B. is unsure that someone is smart.
- C. is giving someone a helpful idea.
- D. is upset about how the picture looks.

4.

As it is used in line 10, "snugly" means —(RL.3.2)

- A. in a loose way.
- B. in a serious way.
- C. in a difficult way.
- D. in a comfortable way.

5.

Based on the poem, how does the speaker feel about themselves?(RL.3.2)

GRADE 3 SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
RUBRIC IS USED TO SCORE RESPONSES TO THE RESEARCH SIMULATION TASK AND THE LITERARY ANALYSIS TASK.
RESEARCH SIMULATION TASK (RST) AND LITERARY ANALYSIS TASK (LAT)

| CONSTRUCT MEASURED | SCORE POINT 3 | SCORE POINT 2 | SCORE POINT 1 | SCORE POINT 0 |
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Lesson: 3: “Coyote and Fire” by D.M. Souza - Notebook Quick Write/Partner Discussion (W.3.4), Everybody Writes (RL.3.1-4;.10, W.3.4, SL.3.1, L.3. L.3.3-5) (40 minutes), Culminating Task: “Everyday Use” (RL.3.1-5, W.3.1,3.9.A), Scoring Rubric for Prose Constructed Response, Answer Key, Sample Responses [This passage is included in Saturday School with different activities and questions.]

Learning Intentions

1. I am learning to annotate a text.
2. I am learning to draw conclusions based on contextual clues.
3. I am learning to find evidence from “Coyote and Fire” to explain how Coyote helps the people.

Success Criteria

1. I can increase comprehension by annotating a text, identifying literary devices and themes, and discussing my insights and confusions with a partner.
2. I can demonstrate comprehension of a text by correctly answering multiple choice and open ended questions.

Part 1: Notebook Quick Write/Partner Discussion (W.3.4, SL.3.1) (6 minutes)

1. Answer this question in writing in your notebook (4 minutes).
 - o *Have you ever tricked someone before? Do you think it is ever okay to trick someone? Why or why not?*
2. Partner and discuss your writing (2 minutes).

(While students are working, return essays from last week.)

Part 2: Everybody Writes (RL.3.1-4;.10, W.3.4, SL.3.1, L.3. L.3.3-5) (40 minutes)

1. Read the story stopping at the places in the text marked and answer the question in writing. Then your teacher will engage the class in conversation.

Coyote and Fire

A Folktale from the Pacific Northwest
By D.M. Souza 2018
Lexile 580



"Untitled" by 1820796 is licensed under CC0.

Native Americans were the native, or first, people to live on the land that is now the United States of America. In this Native American story, the people ask Coyote for help. As you read, take notes on how the people's problems are solved.

Text “Coyote and Fire”

- (1) Long ago when the world was young, people did not have Fire. They ate their meat and salmon raw. When cold winds blew or snow covered the ground, they could not warm their houses. Only the skookums had Fire. These three evil sisters lived high on a mountain and would not share with anyone..

One icy cold winter, the people met Coyote on the road. “Please, Coyote,” they begged, “capture Fire from the skookums or we will freeze.”

“I will do what I can,” he said.

That night Coyote climbed the snow-covered mountain where the skookums lived. When he reached the top, he spotted Fire in the distance. Moving close, he saw one of the skookums sitting in front of a house, warming herself by Fire.

- (5) For a long time Coyote watched until the skookum went to the door and called, “Sister, sister, get up. It’s your turn to guard Fire.” The second sister appeared and took her place. After a while, she called the third sister. Coyote could hear the sleepy one yawning and groaning loudly inside

“She is taking so long to come out, maybe I could seize Fire now,” Coyote whispered to himself. “But the skookums are swift. They would surely catch me before I got far. I must think of a good plan.”

Coyote thought and thought, but his mind was foggy. So he asked his sisters, the three huckleberries who lived in his stomach. They were very wise. They would surely know what to do. And, of course, they did.

Carefully, Coyote listened to their plan. Then he went back down the mountain and called together all the animals to tell them what they must do.

The next evening Coyote trudged up the mountainside again. Patiently he watched while the first two skookums took their turns in front of Fire. When the last sister was called, again only yawns and groans drifted outside.

- (10) Quick as an arrow, Coyote raced into the open, seized a burning stick, and ran across the snowy field.

“Aieeee, a thief!” Two skookums began chasing Coyote and throwing ice and

snow at him.

Coyote’s legs moved faster and faster. His feet barely touched the ground. Still, the skookums came closer. He could feel their fiery breath on his fur. One of the skookums grabbed the tip of his tail. Her hot hand burned it black. (Even today all coyotes have black tips on their tails.)

At last Coyote reached a thicket¹ of shrubs and fell to the ground exhausted. Just at that moment Cougar jumped out, seized the burning stick, and disappeared down the mountainside. For a minute the skookums were confused. But soon they were racing after Cougar.

When Cougar reached a grove of trees, Fox was waiting. She took the burning stick and ran until she came to a tall tree. There Squirrel grabbed the flaming torch, raced up the trunk, and jumped from branch to branch. She leaped along even as the flickering flame burned a black spot on the back of her neck, and her tail curled forward. (Even today squirrels have black spots on their necks and their tails curl forward.)

-
1. a thick patch of shrubs, bushes, or small trees

STOP: Everybody Writes.

Re-read paragraphs 10-14. What did you learn about the animals mentioned in this excerpt? Do you think the plan is clever? Why or why not? Use evidence from the text to support your response. (RL.3.3, W.3.4)

- (15) At the forest’s edge, the skookums almost caught up with Squirrel. That’s when Antelope took the stick of Fire, sped across a meadow, and handed it to Deer. One animal after another passed Fire on, keeping it just out of reach of the skookums, until it became a tiny hot coal.

Frog swallowed the coal and hopped away, but he wasn’t quick enough. A skookum grabbed hold of his tail. So Frog took the biggest leap he had ever taken and left his tail in the skookum’s hand. (Even today frogs do not have tails.)

Finally Frog slipped into a river and swam to the other side. By now he was too tired to jump again. He spit out the coal and it landed on Wood. Wood swallowed

it.

The skookums looked at one another. Neither one knew how to take Fire from Wood. With a heavy sigh and a shrug of their shoulders, they turned back and returned home to their still sleeping sister.

Meanwhile, Coyote told all the people to stand in a circle around Wood. He gathered branches and leaves and piled them high. Then he began rubbing two pieces of Wood together.

(20) Minutes passed. The people watched. Suddenly sparks flew up. Coyote blew and blew as Fire slipped out of Wood. The flames danced higher and higher, and the people came closer, smiling when they felt Fire's warmth.

Now they could cook their food and warm their homes. (Even today people know how to draw Fire out of Wood.)

STOP: Everybody Writes.

Re-read paragraphs 15-21. Find textual examples of how Coyote helps the people. What do you learn about the animals along the way? (RL.3.1, 8.2, 8.3, W.8)

Part 4: Culminating Task: "Coyote and Fire" Assessment (RL.3.1.2, 4.4, .5) (30 minutes), Rubric for Prose Constructed Response and Sample Responses

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which of the following does this story explain? SELECT TWO. (RL.3.2)
 - A. why the skookums lived on the mountain
 - B. why squirrels have tails that curl forward
 - C. how Coyote swallowed his sisters
 - D. how people learned to make fire
 - E. why antelopes can run quickly
 - F. how the world was created

2. How do paragraphs 19-21 add to the story?(RL.3.5)
 - A. by explaining the solution to the problem
 - B. by showing how the Coyote learns a lesson
 - C. by telling what the people learned about animals
 - D. by helping the reader understand Coyote's trick

4. How do the actions of the animals help the people get fire? (RL.3.3)

Answer Key

1. B, D (RL.3.2)
2. A (RL.3.5)

Answers will vary; students should explain that the animals work together to bring Fire to the people. In the beginning of the story, the people are very cold because they have no Fire. They ask Coyote to steal Fire from the skookums so that they can stay warm: “Please Coyote’ they begged, ‘capture Fire from the skookums or we will freeze” (Paragraph 2). Coyote watches the skookums, speaks to his sisters, and makes a plan with the other animals. Then he takes Fire, “Quick as an arrow, Coyote raced into the open, seized a burning stick, and ran across the snowy field” (Paragraph 10). After Coyote steals Fire, he passes it to Cougar, who passes it to Fox, who passes it on and on until finally Frog spits Fire into Wood. Then, Coyote teaches the people how to get Fire from Wood so they can stay warm: “(Even today people know how to draw Fire out of Wood)” (Paragraph 21).

GRADE 3 SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
RUBRIC IS USED TO SCORE RESPONSES TO THE RESEARCH SIMULATION TASK AND THE LITERARY ANALYSIS TASK.
RESEARCH SIMULATION TASK (RST) AND LITERARY ANALYSIS TASK (LAT)

| CONSTRUCT MEASURED | SCORE POINT 3 | SCORE POINT 2 | SCORE POINT 1 | SCORE POINT 0 |
|--|---|---|--|---|
| <p>Reading Comprehension and Written Expression</p> | <p>The student response</p> <ul style="list-style-type: none"> • demonstrates full comprehension by providing an accurate explanation/ description/ comparison; • addresses the prompt and provides mostly effective development of the topic that is consistently appropriate to task, purpose, and audience; • uses clear reasoning supported by relevant text based evidence in the development of the topic; • is effectively organized with clear and coherent writing; • uses language effectively to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> • demonstrates comprehension by providing a mostly accurate explanation/ description/ comparison; • addresses the prompt and provides some development of the topic that is generally appropriate to task, purpose, and audience; • uses reasoning and relevant, text-based evidence in the development of the topic; • is organized with mostly clear and coherent writing; • uses language in a way that is mostly effective to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> • demonstrates limited comprehension; • addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience; • uses limited reasoning and text-based evidence; • demonstrates limited organization and coherence; • uses language to express ideas with limited clarity. | <p>The student response</p> <ul style="list-style-type: none"> • does not demonstrate comprehension; • is undeveloped and/or inappropriate to the task, purpose, and audience; • includes little to no text based evidence; • lacks organization and coherence; • does not use language to express ideas with clarity. |
| <p>Knowledge of Language and Conventions</p> | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity.</p> <p>Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

Lesson 4: “Coyote and Fire” & “How the Stories Came To Be” Culminating Task: Analytic Essay, Introducing the Prompt and the Evidence Chart (W.3.4, 3.10. L.3.2), Rubric, Sample Response

Learning Intention

1. I am learning how to use an evidence chart in order to pre-write.

Success Criteria

1. I can use any relevant notes I compiled while reading and answering the text-dependent questions in my evidence chart.
2. I can use the data I created in the evidence chart in response to the writing prompt.
3. I can compose a rough draft.
4. I can complete a final draft.

Part 1: Everybody Writes (RL.3.1-4;.10, W.3.4, SL.3.1, L.3. L.3.3-5) (40 minutes)

1. Read the story stopping at the places in the text marked and answer the question in writing. Then your teacher will engage the class in conversation.

How the Stories Came To Be

By Mabel Powers 1917

Lexile 840

Mabel Powers' book *Stories the Iroquois Tell Their Children* retells important stories from the Iroquois, a collection of northeast Native American tribes. Powers preserved these stories by traveling from tribe to tribe to listen and record them. In this story from her book, a narrator describes how stories came to be. As you read, take notes on the Iroquois' process for storytelling.

- (1) Out of the moons of long ago, these stories have come. Then, every tribe of the Iroquois had its storyteller.

When the Old Man of the North came out of his lodge, and the forests and rivers of the Iroquois grew white with his breath, these storytellers wandered from wigwam¹ to wigwam.



Seated on warm skins by the fire, the storyteller would exclaim, “Hanio!” This meant, “Come, gather round, and I will tell a story.”

Then all would cry, “Heh,” and draw close to the fire. This meant that they were glad to hear the story. And as the flames leaped and chased one another along the fire trail, they would listen to these wonder stories of the Little People, of the trees and flowers, of birds, of animals, and men. When the storyteller had finished, he said, “Na ho.” This meant, “It is the end.”

- (5) The earth was very young, when the Iroquois first learned how everything came to be, and just why it is that things are as they are. They told these wonderful things to their children, and their children in turn told them to their children; and those children again in turn told them to theirs, that these things might not be forgotten.

Now, but few of the Iroquois know these stories that the grandmothers and old men of the tribe used to tell. The storyteller is no longer seen wandering from wigwam to wigwam.

-
1. a dome-shaped hut or tent

STOP: Everybody Writes.

How did the Iroquois share stories and why do you think fewer Iroquois know of these stories today? (RL.3.3, W.3.4)

Part 2: "How the Stories Came To Be" Assessment (RL.3.1.2, 3.4, .5) (30 minutes), Rubric for Prose Constructed Response and Sample Responses

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A:

What is the central message of the story?

- A. Stories can be kept alive by sharing them with others.
- B. The most important job is that of a storyteller.
- C. People no longer enjoy stories like they used to.
- D. Stories can help keep communities close.

2. PART B:

Which detail from the story best supports the answer to Part A?

- A. "When the Old Man of the North came out of his lodge, and the forests and rivers of the Iroquois grew white with his breath" (Paragraph 2)
- B. "And as the flames leaped and chased one another along the fire trail, they would listen to these wonder stories of the Little People, of the trees and flowers, of birds, of animals, and men." (Paragraph 4)
- C. "They told these wonderful things to their children, and their children in turn told them to their children" (Paragraph 5)
- D. "Now, but few of the Iroquois know these stories that the grandmothers and old men of the tribe used to tell." (Paragraph 6)

3. What does the quote "the forests and rivers of the Iroquois grew white with his breath" reveal in paragraph 2?

- A. It stresses how cold it is outside for the storyteller.
- B. It reveals that the storyteller has magical powers.
- C. It shows how powerful the storyteller's words are.
- D. It shows how special the Iroquois' forests and rivers are.

4. How do the Iroquois respond when the storyteller tells them a story?

Answer Key

1. A (RL.3.2)
2. C (RL.3.1)
3. A (RL.3.4)

Answers will vary; students should discuss how excited the Iroquois are to hear a story and how they keep it alive for a while by passing it down to their children. When the storyteller first asks the people to gather for a story, they “would cry, ‘Heh’, and draw close to the fire. This meant that they were glad to hear the story” (Paragraph 4). Not only do the people voice their excitement to hear the story, but they immediately gather to hear what the storyteller has to say. Additionally, students should discuss how the Iroquois share these stories with their children, showing how meaningful they are to them. The narrator states, “They told these wonderful things to their children, and their children in turn told them to their children” (Paragraph 5). The Iroquois share these stories with their children so “that these things might not be forgotten” (Paragraph 5). The Iroquois excitement to hear a story and their decision to share it shows how important the stories are to them.

Part 3: Introducing the Prompt and the Evidence Chart (W.3.4, 3.10, L.3.2)

1. Share the writing prompt with students.

After reading “Coyote and Fire” and “How Stories Came To Be”, write an essay explaining the importance of stories as part of Native American culture and tradition.

Here are some questions to guide you:

- What is the importance of stories to the Iroquois in “How the Stories Came To Be”?
- How do the Iroquois people show that these stories are important to them?
- How does the story of “Coyote and Fire” explain how things came to be?
- Why do you think continuing to share this story is important? Use evidence from the text to support, including direct quotes and paragraph numbers.

2. Show students the Evidence Chart (next 2 pages) and model how you would use it. Explain to students that by completing this chart in their notebooks, it will help them develop ideas and evidence for those ideas.

3. Invite students to write a rough draft, starting with the [Multiple-Paragraph Outline](#).

Name: _____ Date: _____

Topic: _____

Thesis Statement: _____

| Main Idea | Details |
|--------------|----------------------------------|
| Introduction | |
| ¶1 | |
| ¶2 | |
| ¶3 | |
| ¶4 | |
| ¶5 | |

| EVIDENCE QUOTE OR PARAPHRASE FROM "COYOTE AND FIRE" | PARAGRAPH # | ELABORATION / EXPLANATION OF HOW THIS EVIDENCE SUPPORTS IDEAS OR ARGUMENT |
|---|-------------|---|
| <p>Throughout the story, Fire is symbolic of something very sacred and important to both the people and the animals. In Paragraph 2, the people, who we can assume are the Native American people, the First people, tell Coyote how they need the fire to survive.</p> | <p>2</p> | <p>Fire is capitalized which makes it important, almost as important as a person. This section of the text shows how close the relationship between people and animals are, since the people seek out Coyote's help. Without asking any questions, Coyote decides to help them.</p> |
| | | |
| | | |

| EVIDENCE QUOTE OR PARAPHRASE FROM "HOW THE STORIES CAME TO BE" | PARAGRAPH # | ELABORATION / EXPLANATION OF HOW THIS EVIDENCE SUPPORTS IDEAS OR ARGUMENT |
|---|-------------|---|
| <p>In paragraph 3, it says, "Seated on warm skins by the fire, the storyteller would exclaim, "Hanio!" This meant, "Come, gather round, and I will tell a story." This is where Old Man of the North is getting prepared to share his story about creation.</p> | <p>3</p> | <p>This is significant because it shows how ritualistic and important story telling is to the Iroquoid people. Not only are they learning about their culture and their people, they are also learning about what came before them.</p> |
| | | |
| | | |

GRADE 3 SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
RUBRIC IS USED TO SCORE RESPONSES TO THE RESEARCH SIMULATION TASK AND THE LITERARY ANALYSIS TASK.
RESEARCH SIMULATION TASK (RST) AND LITERARY ANALYSIS TASK (LAT)

| CONSTRUCT MEASURED | SCORE POINT 3 | SCORE POINT 2 | SCORE POINT 1 | SCORE POINT 0 |
|---|---|---|--|---|
| Reading Comprehension and Written Expression | <p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension by providing an accurate explanation/ description/ comparison; addresses the prompt and provides mostly effective development of the topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant text based evidence in the development of the topic; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension by providing a mostly accurate explanation/ description/ comparison; addresses the prompt and provides some development of the topic that is generally appropriate to task, purpose, and audience; uses reasoning and relevant, text-based evidence in the development of the topic; is organized with mostly clear and coherent writing; uses language in a way that is mostly effective to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. | <p>The student response</p> <ul style="list-style-type: none"> does not demonstrate comprehension; is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text based evidence; lacks organization and coherence; does not use language to express ideas with clarity. |
| Knowledge of Language and Conventions | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity.</p> <p>Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

**Lesson 5: NJSLA Prose Constructed Response (RL1; RL6; W2; W4-10),
WEDGE (W.3.4, 5, 6; SL.3 .1), HW: Revise story based on WEDGE feedback.**

Part 2: Revise Writing

1. Revise writing based on feedback.
2. Review rubric on next page.

Learning Intentions

1. I am learning to use SOAPSTONE to analyze a poem.
2. I am learning to analyze a text through its use of dialogue.

Success Criteria

1. I can create poetry.
2. I can demonstrate comprehension on an NJSLA-like assessment.
3. I can analyze a poem through its use of dialogue.

Part 1: WEDGE (W.3.4, 5, 6; SL.3.1, L.3.1, 2, 3)

1. WEDGE stands for Writing Every Day Generates Excellence.
2. Explain to students that they will be in groups of 5 to engage in a revision of their initial text (from Lesson 4).
3. Students should spend time re-reading their rough drafts and/or adding final touches.
4. In each group, students will take turns playing these roles: **Reader, Summarizer, Questioner, Clarifier, and Complimenter**. Share [WEDGE cards](#) to guide discussions.
5. One student will read his/her/their story and students will respond by playing their role. **The process will continue on until all students have had an opportunity to read their text and receive feedback.**

GRADE 3 SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
RUBRIC IS USED TO SCORE RESPONSES TO THE RESEARCH SIMULATION TASK AND THE LITERARY ANALYSIS TASK.
RESEARCH SIMULATION TASK (RST) AND LITERARY ANALYSIS TASK (LAT)

| CONSTRUCT MEASURED | SCORE POINT 3 | SCORE POINT 2 | SCORE POINT 1 | SCORE POINT 0 |
|--|---|---|--|---|
| <p>Reading Comprehension and Written Expression</p> | <p>The student response</p> <ul style="list-style-type: none"> • demonstrates full comprehension by providing an accurate explanation/ description/ comparison; • addresses the prompt and provides mostly effective development of the topic that is consistently appropriate to task, purpose, and audience; • uses clear reasoning supported by relevant text based evidence in the development of the topic; • is effectively organized with clear and coherent writing; • uses language effectively to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> • demonstrates comprehension by providing a mostly accurate explanation/ description/ comparison; • addresses the prompt and provides some development of the topic that is generally appropriate to task, purpose, and audience; • uses reasoning and relevant, text-based evidence in the development of the topic; • is organized with mostly clear and coherent writing; • uses language in a way that is mostly effective to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> • demonstrates limited comprehension; • addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience; • uses limited reasoning and text-based evidence; • demonstrates limited organization and coherence; • uses language to express ideas with limited clarity. | <p>The student response</p> <ul style="list-style-type: none"> • does not demonstrate comprehension; • is undeveloped and/or inappropriate to the task, purpose, and audience; • includes little to no text based evidence; • lacks organization and coherence; • does not use language to express ideas with clarity. |
| <p>Knowledge of Language and Conventions</p> | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity.</p> <p>Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

Lesson 6: “Sí Se Puede! The Legacy of César E. Chávez” Notebook Quick Write/Partner Discussion (RL.3.2, 4, W.3. 4, SL.3.1), Video Background (SL.3.1), Read and Answer Questions (RI.3.1,2,3, 10, W.3.4), Daily Instructional Task: Comprehension Assessment (RI.3.1, 2), Answer Key

Learning Intentions

1. I am learning to identify the main idea of each section of the text.
2. I am learning to identify the best evidence to support ideas.

Success Criteria

1. I can identify the main ideas of a text.

Part 1: Notebook Quick Write/Partner Discussion (RL.3.2, 4, W.3. 4, SL.3.1) (6 minutes)

1. Answer this question in writing in your notebook (4 minutes).
 - o *A community organizer advocates for a certain cause by organizing a group of people who share common goals. They create positive social impacts and initiate change. Who is an organizer you know of? What makes them a community organizer? Take three minutes to write your ideas.*
2. Partner and discuss your writing (2 minutes).

Part 2: Video Background (RI.3.2, SL.3.1)

1. Watch the video to learn about the life of César Chávez.

[Cesar Chavez for Kids](#) (also available on [Ed Puzzle](#))



2. Discuss the main idea and what the video is mostly about with a partner.

Part 3: Read and Answer Questions (RI.3.1,2,3, 10, W.3.4)

1. Read the article and while reading annotate using the questions as provided.

Sí Se Puede!
The Legacy of Cesar E. Chavez
By Carlos Lossada 2002

César Chávez (1927-1993) was an American civil rights leader who was known for his fight for the rights of farm workers. On March 31, Chavez's birthday, many states in America celebrate Cesar Chavez Day. As you read, take notes on what Chavez believed in.



| TEXT: Sí Se Puede! The Legacy of Cesar E. Chavez | QUESTIONS | VOCABULARY |
|--|---|---------------------------------|
| <p>[1] Sí se puede! was a favorite saying of César E. Chávez. In English, it means "It can be done!" or "Yes we can!"</p> <p>[2] César E. Chávez was a man who believed that anything is possible. He is remembered for organizing the National Farm Workers Association (NFWA), for being president of the United Farm Workers of America (UFW), and for protecting the rights of farm workers. But as we celebrate Cesar Chavez Day each year, it is important to remember everything that he stood for: justice, equality, nonviolence, activism, respect for others, unity, and education of the heart. These are the ideas that Chavez believed in. This is why we celebrate the life of Cesar E. Chavez.</p> | <p>1. Why do we celebrate César E. Chávez?</p> | <p>1. activism 2. unity</p> |
| <p>[3] César E. Chávez believed that it does not matter whether you are poor or do not have much education. He believed that all people are important, no matter how much money they have or what color their skin is. Chavez spent his life fighting for others, but his fight was always peaceful and without violence. The idea of nonviolence was important to him. People should never use physical force to get what they want, he believed. To Chavez, violence only brings more violence and nobody wins. The only way to win is to have power. Real power is built when people work together. One of Chavez's strongest beliefs was that people who are united can never be defeated.</p> <p>[4] Cesar E. Chavez saw all people as equal and deserving of respect from others. There must be justice and fairness, he said. If something is not fair, it is a problem for everyone. You cannot stay quiet. You must be responsible and speak up. If an injustice is being done to someone else, you must stand up and act against it. Chavez believed that you will always be right if you are doing what is fair for all people.</p> | <p>2. What are two beliefs that César E. Chávez stood by? What does this reveal about his character?</p> <p>3. Do you agree with his opinion that violence only leads to more violence? Why or why not? What other activists believed in peaceful protesting?</p> | <p>3. justice</p> |
| <p>[5] Chavez always continued his education. He read books on just about everything. He believed that it was important to educate your head and your heart. However, it is not enough to make ourselves better, he said. We must help others get better, too. We must understand other people's suffering, and we must work to help them. This is the only way that we will all be successful and free.</p> <p>[6] Cesar E. Chavez left us with his ideas. He will always be remembered as long as his ideas live on. We all win when we stand up against injustice. Anything is possible! Sí se puede!</p> | <p>4. What did César E. Chávez mean when he said it was important to you educate your heart?</p> <p>5. What is the significance behind the phrase, "Sí se puede!"?</p> | |

Part 4: Daily Instructional Task: Comprehension Assessment (RI.3.1, 2, 3, 5), Answer Key

Directions: For the following questions, choose the best answer or respond in complete sentences.

- 1. PART A: What is the main idea about Cesar Chavez in the text?
 - A. Chavez believed in the fair treatment of all people and fought for it using non-violent actions.
 - B. Chavez was concerned about farm workers' rights because he was once a farm worker
 - C. Chavez thought there was nothing more important than an education and spent his time reading.
 - D. Chavez would have likely created greater changes in America if he had protested more violently.

- 2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Sí se puede! was a favorite saying of Cesar E. Chavez. In English, it means 'It can be done!' or 'Yes we can!'" (Paragraph 1)
 - B. "Cesar E. Chavez was a man who believed that anything is possible. He is remembered for organizing the National Farm Workers Association (NFWA)..." (Paragraph 2)
 - C. "He believed that all people are important, no matter how much money they have or what color their skin is. Chavez spent his life fighting for others, but his fight was always peaceful and without violence." (Paragraph 3)
 - D. "Chavez always continued his education. He read books on just about everything. He believed that it was important to educate your head and your heart. However, it is not enough to make ourselves better, he said." (Paragraph 5)

- 3. Which of the following best describes how the information is organized in the text?
 - A. The author compares Cesar Chavez's beliefs with other well-known activists.
 - B. The author discusses Cesar Chavez's early life, and then discusses his later life.
 - C. The author compares the people who liked and disliked Cesar Chavez.
 - D. The author describes what Cesar Chavez is best known for, and then his personal beliefs.

- 4. How is Cesar Chavez's favorite saying "Sí se puede!" related to his work creating positive change?

Answer Key

1. A (RI.3.2)
2. C (RI.3.1)
3. D (RI.3.5)
4. Student answers will vary. Students should discuss Chavez's positive approach to creating change. He didn't give up when he saw something that was an injustice, rather, he confronted it and attempted to change it. This can be seen in the author's discussion of Chavez's contributions to farm workers' rights. The author describes how, "He is remembered for organizing the National Farm Workers Association (NFWA), for being president of the United Farm Workers of America (UFW), and for protecting the rights of farm workers' (Paragraph 2). This long list of accomplishments shows how he didn't give up when he saw something that was unfair. Additionally, students can discuss Chavez's positive attitude regarding what is possible when people come together. For instance, the author states, "One of Chavez's strongest beliefs was that people who are united can never be defeated" (Paragraph 3). This positive idea about unity and success also reflects his favorite saying. In all, Chavez's favorite saying "Si se puede!" can be felt in his relentless fight for equality and his can-do attitude.

GRADE 3 SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
RUBRIC IS USED TO SCORE RESPONSES TO THE RESEARCH SIMULATION TASK AND THE LITERARY ANALYSIS TASK.
RESEARCH SIMULATION TASK (RST) AND LITERARY ANALYSIS TASK (LAT)

| CONSTRUCT MEASURED | SCORE POINT 3 | SCORE POINT 2 | SCORE POINT 1 | SCORE POINT 0 |
|--|---|---|--|---|
| <p>Reading Comprehension and Written Expression</p> | <p>The student response</p> <ul style="list-style-type: none"> • demonstrates full comprehension by providing an accurate explanation/ description/ comparison; • addresses the prompt and provides mostly effective development of the topic that is consistently appropriate to task, purpose, and audience; • uses clear reasoning supported by relevant text based evidence in the development of the topic; • is effectively organized with clear and coherent writing; • uses language effectively to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> • demonstrates comprehension by providing a mostly accurate explanation/ description/ comparison; • addresses the prompt and provides some development of the topic that is generally appropriate to task, purpose, and audience; • uses reasoning and relevant, text-based evidence in the development of the topic; • is organized with mostly clear and coherent writing; • uses language in a way that is mostly effective to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> • demonstrates limited comprehension; • addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience; • uses limited reasoning and text-based evidence; • demonstrates limited organization and coherence; • uses language to express ideas with limited clarity. | <p>The student response</p> <ul style="list-style-type: none"> • does not demonstrate comprehension; • is undeveloped and/or inappropriate to the task, purpose, and audience; • includes little to no text based evidence; • lacks organization and coherence; • does not use language to express ideas with clarity. |
| <p>Knowledge of Language and Conventions</p> | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity.</p> <p>Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

Lesson 7: Conferring and Independent Reading

1. Return NJSLA Prose Response Essay and provide actionable feedback.
2. Invite students to independently read.

Lesson 8: “The Basket Weaver” by Jacque Summers - Reading and Writing in a 3-Column Notebook (RL. 3.1, 3.3, 3.4, 3.10, W.3.4), Trio Discussion (SL.3-1, W.3.4. 3.9.A), Daily Instructional Task; Comprehension Assessment (RL.3.1, 3. 4.5), Answer Key

Learning intentions

1. I am learning to identify a character's motivation.
2. I am learning to define/explain unknown vocabulary when reading text about the Chumash People.

Success Criteria

1. I can track a character's motivation using the 3-column notebook.
2. I can demonstrate comprehension on a comprehension test.

Part 1: Notebook Quick Write/Partner Discussion (RL.3.2, 4, W.3. 4, SL.3.1) (6 minutes)

1. Answer this question in writing in your notebook (4 minutes).
 - o *What do you know about basket weaving?*
 - o Show this picture as a clue: [Chumash Basket Tray](#)
2. Partner and discuss your writing (2 minutes).

Part 2: Reading and Writing in a 3-Column Notebook (RL. 3.1, 3.3, 3.4, 3.10, W.3.4) (12 minutes)

1. The Chumash People are the native, or first, people to live in the area that is now California's southern coast. They are known for making tightly woven baskets, which are made by passing threads or strips of dried plants over and under each other. In this story, a shy Chumash girl learns a new way to share with her people.
2. As you read, use the middle column to take notes on how the author describes Yo'ee's experiences.
3. Some vocabulary is preloaded with explanations for you. Add to the vocabulary column with other terms you need to know.

Part 3: Trio Discussion (SL.3-1, W.3.4. 3.9.A) (6 minutes)

1. Meet with two other students and review your notes that you made.
2. Notice what your peers made note of.
3. Adjust your notes as needed.

| TEXT: THE BASKET WEAVER BY JACQUE SUMMERS | DESCRIPTIONS OF YO'EE'S MOTIVATION | VOCABULARY |
|---|------------------------------------|--|
| <p>[1] Thousands of years ago, the Chumash People lived on the beautiful shores of California. And in the valley Aw'hay, there was a young girl named Yo'ee. Yo'ee was very, very shy. She never spoke to anyone, except her mother, father, or grandmother. No one knew why Yo'ee was so shy, and neither did she. But every day she would play alone.</p> <p>[2] One morning, Yo'ee's grandmother was sitting on the ground before the fire, weaving a basket. She saw Yo'ee playing. Yo'ee smiled as Grandmother waved her over to join her.</p> <p>[3] "Would you like to learn to make baskets?" her grandmother asked.</p> <p>[4] Yo'ee nodded. "I love baskets," she whispered.</p> | | <p>1. reeds</p> <p>2. stitch</p> |
| <p>[5] Grandmother showed Yo'ee how to start the basket by wrapping juncus rushes with split reeds and stitching them into a beautiful, coiled base. After that she sewed more rows of reeds to the base. Her hands moved gracefully, like the wings of a bird. Yo'ee loved to watch her grandmother weave baskets.</p> <p>[6] Yo'ee and Grandmother began to weave baskets together every day. Yo'ee helped her grandmother gather and prepare the reeds. They went down to the river and pulled bundles of slim, green stalks. Some they would dry in the sun until they turned brown. The others would soak in mud, turning them black as night before setting them out to dry. Then Yo'ee and Grandmother dipped the stiff reeds in water to soften them, and wove them into baskets.</p> <p>[7] One day, as Yo'ee came back from the river with an armful of reeds, she heard the chief telling a story to the village children. The chief was not only a wise leader — he was a great storyteller. He spoke in a strong, clear voice that rose and fell like the river's song.</p> <p>[8] The children listened as he told a story Yo'ee knew well. Coyote, Lizard, and Eagle, the first creatures⁷ of the earth, decided to make a new creature called man. But they could not decide on his hands.</p> | | <p>3. coiled</p> <p>4. sew</p> <p>5. graceful</p> <p>6. slim</p> <p>7. creatures</p> <p>8. argue</p> |

| TEXT: THE BASKET WEAVER BY JACQUE SUMMERS | DESCRIPTIONS OF YO'EE'S MOTIVATION | VOCABULARY |
|---|------------------------------------|-------------------|
| <p>[9] "Proud Coyote wanted man to have hands like his," the chief said. He held up his own hands and curled them as if they were sharply clawed. "Lizard and Eagle didn't argue, though Lizard knew Coyote was unwise.</p> <p>[10] "The next day, Coyote led the others to a white rock. If he stamped his paw on the rock, it would be final — humans would have hands just like the coyote.</p> <p>[11] "Lizard had to do something! He quickly crawled to the rock while Coyote wasn't looking and pressed his own tiny hand into the rock. Coyote was furious! But thanks to clever Lizard, we have useful hands with five fingers, just like him!" The children looked at their hands and laughed.</p> <p>[12] Yo'ee saw how the children loved to listen to the chief. She wished she could tell stories, too, to make others happy. But she was afraid. She thought her voice was too quiet to be heard. Still, she wanted to share the stories of her people.</p> <p>[13] Then one day, as she was playing with a blue feather, she had an idea. She ran to tell her plan to Grandmother, who thought it was a wonderful idea. That minute they sat down and began working on a very special basket.</p> <p>[14] Soon it was time for the Acorn Harvest. Everyone in the village came together for the festival, eating, singing, and dancing. Yo'ee brought her new basket along.</p> | | <p>9. furious</p> |

| | | |
|---|--|--|
| <p>[15] After the feast, the chief asked if there were any who would like to tell a story. Yo'ee stood up, clutching her basket. Everyone was surprised. The chief nodded to her and sat down, ready to listen. Yo'ee took a deep breath and held up her basket for all to see.</p> <p>[16] On the first side of the basket, Yo'ee had woven a scrub jay. He was black and featherless, with his head cast down in sadness. The people murmured, impressed by her handiwork. When everyone had seen the scrub jay, she turned the basket.</p> <p>[17] On the next side, the black jay was flying up to the basket's blue-feathered rim, as if asking the sky for some of its color.</p> | | |
| <p>[18] Yo'ee then turned the basket again. Now the sky dropped its blue feathers down to the jay. She turned the basket once more.</p> <p>[19] On the last side of the basket was the beautiful blue scrub jay, finally dressed in his sky-colored feathers. Yo'ee stood very still to show her story was over, then went back to sit by her grandmother</p> <p>[20] Everyone cheered at Yo'ee's tale. The chief stood and said, "Our village has another great storyteller. Next festival we look forward to another story from Yo'ee."</p> <p>[21] Yo'ee's family hugged her proudly. Her grandmother's eyes twinkled.¹³ "You've found a way to tell a story without speaking a word," she said to Yo'ee. "Your story was in the weaving of the basket."</p> <p>[22] And Yo'ee knew there would be plenty more stories to tell.</p> | | |

Part 4: Daily Instructional Task; Comprehension Assessment (RL.3.1, 3, 4, 5), Answer Key

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What sentence from the story best supports the idea that Yo'ee is very shy?
 - A. "She never spoke to anyone, except her mother, father, or grandmother." (Paragraph 1)
 - B. "Then Yo'ee and Grandmother dipped the stiff reeds in water to soften them, and wove them into baskets." (Paragraph 6)

C. "She wished she could tell stories, too, to make others happy." (Paragraph 12)

D. "Yo'ee stood very still to show her story was over, then went back to sit by her grandmother." (Paragraph 19)

2. How do the Chumash People feel about the chief?

A. They think he is very rich.

B. They respect and listen to him.

C. They are frightened of his stories

D. They worry that he is too old to lead.

3. How does paragraph 12 add to the story?

A. It shows that Yo'ee loves making baskets.

B. It explains why the chief wants Yo'ee to become a storyteller.

C. It shows that Yo'ee does not want her shyness to hold her back.

D. It explains why everyone in the village wants one of Yo'ee's baskets.

4. What is the meaning of "clutching" as used in paragraph 15?

- A. softly playing
- B. tightly holding
- C. warmly smiling
- D. quickly dropping

Answer Key

- 1. A (RL.3.1)
- 2. B (RL.3.3)
- 3. C (RL.3.5)
- 4. B (RL.3.4)

**Lesson 9: “The Basket Weaver” by Jacque Summers - Culminating Task:
Narrative Writing Task (W.3.3, L.3.1, 3.2,) (30 minutes), WEDGE (W.3.3, 4, 5, 6;
SL.3.1, L.3.1, 2, 3), Narrative Writing Rubric**

Part 1: Narrative Writing Task (W.3.3, L.3.1, 3.2) (30 minutes)

1. Imagine 40 years have passed and Yo’ee is now a grandmother. Her own granddaughter is showing some of the same characteristics like Yo’ee did when she was younger. Like Yo’ee, her granddaughter is shy, plays alone, and struggles to express herself. Write a story about Yo’ee and her granddaughter using details from the story that continue the story.
2. Establish a situation and introduce a narrator and/or characters;
3. Organize an event sequence that unfolds naturally
4. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
5. Use transition words and phrases to signal event order
6. Provide a sense of closure.
7. Spell correctly and vary sentences.

Part 2: WEDGE (W.3.4, 5, 6; SL.3.1, L.3.1, 2, 3) (40 minutes)

1. Explain to students that they are now going in groups of 5 to engage in a revision of their initial text.
2. In each group, students will take turns playing these roles: **Reader, Summarizer, Questioner, Clarifier, and Complimenter**. One student will read his/her/their story and students will respond by playing their role. The process will continue on until all students have had an opportunity to read their text and receive feedback

Share [WEDGE cards](#) to guide discussions.

Narrative Task Rubric for Grade 3

| Construct Measured | SCORE POINT 4 | SCORE POINT 3 | SCORE POINT 2 | SCORE POINT 1 | SCORE POINT 0 |
|---|--|---|--|--|---|
| Written Expression | <p>The student response</p> <p>is effectively developed with narrative elements and is consistently appropriate to the task;</p> <p>is effectively organized with clear and coherent writing;</p> <p>establishes and maintains an effective style.</p> | <p>The student response</p> <p>is mostly effectively developed with narrative elements and is mostly appropriate to the task;</p> <p>is organized with mostly clear and coherent writing;</p> <p>establishes and maintains a mostly effective style</p> | <p>The student response</p> <p>is developed with some narrative elements and is generally appropriate to the task;</p> <p>demonstrates some organization with somewhat coherent writing;</p> <p>has a style that is somewhat effective.</p> | <p>The student response</p> <p>is minimally developed with few narrative elements and is limited in its appropriateness to the task;</p> <p>demonstrates limited organization and coherence;</p> <p>has a style that has limited effectiveness</p> | <p>The student response</p> <p>is undeveloped and/or inappropriate to the task;</p> <p>lacks organization and coherence;</p> <p>has an inappropriate style.</p> |
| Knowledge of Language and Convention | | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

The narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters’ personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters’ motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing.

Lesson 10: NJSLA Practice Test Based Practice Test Unit 1: Literary Analysis Task (LAT) (RL.1, 2, 3, 4, 5, 6, W.3.2, 4-10), Prose Constructed Rubric

Texts to be read: “Johnny Chuck Finds the Best Thing in the World” and “Me First”.
and Prose Constructed Response

Have students take the first ELA test for grade 3. This test contains: “Johnny Chuck Finds the Best Thing in the World” and “Me First”. Prose Constructed Response and can be accessed here: <https://nj.mypersonsupport.com/practice-tests/english/>

After students have completed the test, review correct answers. Help students to understand correct answers and how correct answers can be obtained.

Link to scoring rubric:

<https://nj.mypersonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf>

Lesson 11: “Claudette Colvin” by Britannica Kids - Notebook Quick Write (W.3.4, SL.3.1), 4-Column Notebook and Independent Reading (RI.3.1.,2.3,4.10, W.3.4), Trio Discussion (SL.3-1, W.3.4. 8.9.A) Daily Instructional Task: Comprehension Assessment (RI.31, 3.2, 3.3, 3.4), Answer Key, Rubric

Learning Intentions

1. I am learning to synthesize ideas as they relate to justice across multiple texts.

Success Criteria

1. I can synthesize ideas as they relate to justice.

Teacher note: Return stories from previous week and confer with students as time permits.

Part 1: Notebook Quick Write (W.3.4, SL.3.1) (8 minutes)

1. Justice is the idea that people are to be treated fairly and properly. What does justice mean to you? What are some examples?
2. Meet with a partner and read your explanation. Listen as your partner shares too.

Part 2: 4-Column Notebook and Independent Reading (RI.3.1.,2.3,4.10, W.3.4) (20 minutes)

1. **Background:** During the U.S. civil rights movement (1954-1968) Black leaders and their supporters fought to end racial injustice. One injustice, or something that is not fair or right, during this time was that buses were segregated. This meant that Black people were made to sit at the back of the bus, or stand if there were white people who needed seats. This biography tells about Claudette Colvin (1939-present), a civil rights activist, or someone who tries to make a change in the world.
2. As you read, take notes on people's point of view about Claudette Colvin and the presence or absence of justice in the details being discussed. Use the 4-column notebook to help you manage your notes.

Part 3: Trio Discussion (SL.3-1, W.3.4. 8.9.A) (6 minutes)

1. Meet with two other students and review your notes that you made.
2. Notice what your peers made note of.
3. Adjust your notes as needed.

| <p align="center">“CLAUDETTE COLVIN” by BRITANNICA KIDS</p> | <p align="center">TEXT THAT SUGGESTS THE PRESENCE OR ABSENCE OF JUSTICE</p> | <p align="center">MY QUESTIONS & INSIGHTS</p> | <p align="center">VOCABULARY</p> |
|---|--|--|---|
| <p>INTRODUCTION</p> <p>[1] Claudette Colvin was an African American teenager who, in 1955, was arrested¹ for refusing to give up her bus seat to a white person. Her brave action came nine months before Rosa Parks also refused to give up her seat. It was Parks’s action that sparked the U.S. civil rights movement.</p> <p>EARLY LIFE</p> <p>Claudette Colvin was born on September 5, 1939, in Birmingham, Alabama. She later lived with her family in Montgomery. There, Claudette attended a high school for African American students. She learned about Sojourner Truth, Harriet Tubman, and other important African Americans in history. She and her classmates also talked about the unfairness of segregation (the separation of Black and white people).</p> | | | <p>1. arrest: (verb) to hold in jail for breaking the law</p> |
| <p>CIVIL RIGHTS ACTIVIST</p> <p>On March 2, 1955, when Colvin was 15 years old, she was riding a bus in Montgomery. The driver asked her to give her seat to a white person. She refused, saying she had a right to sit there. But her action went against the segregation laws of Montgomery. Two police officers dragged Colvin off the bus. They put her in handcuffs and took her to jail. She later was made to pay a fine.</p> <p>Some members of a civil rights group (the National Association for the Advancement of Colored People) thought that Colvin’s case could bring attention² to the injustice of segregation. But other members thought that Colvin was too immature³ to represent⁴ the struggle for civil rights. In the end, Rosa Parks became the symbol⁵ of the movement.</p> <p>[5] Still, Colvin challenged bus segregation laws in court. She and three other women participated⁶ in a legal case that made it to the U.S. Supreme Court. In 1956 the Supreme Court ruled in favor of the women, making segregation on buses illegal.⁷</p> | | | <p>2. attention: (verb) to hold in jail for breaking the law</p> <p>3. childish</p> <p>4. represent (verb) to act or speak for</p> <p>5. symbol (noun) something that stands for something else</p> <p>6. to take part</p> <p>7. against the law</p> |

LATER LIFE

Colvin later moved to New York City. She worked in a nursing home for 35 years before retiring.⁸ Her story was largely forgotten until the early 2000s. In 2009 a book about her life — Claudette Colvin: Twice Toward Justice, by Phillip Hoose — won the National Book Award for young people’s literature.

8. to stop working

Part 4: Daily Instructional Task: Comprehension Assessment (RI.3.1,3.2, 3.3, 3.4), Answer Key, Rubric

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What is the main idea of "Claudette Colvin"?
 - A. Claudette was a brave teenager whose actions were important to the civil rights movement.
 - B. Claudette became more well known than Rosa Parks for refusing to give up her seat.
 - C. Claudette broke the law when she refused to ride the bus and was put in jail.
 - D. Claudette lived in New York City and worked for a nursing home.

2. How were Claudette Colvin's actions and Rosa Parks' actions related?
 - A. Claudette's actions brought awareness to Rosa's.
 - B. Claudette's actions came before Rosa's.
 - C. Claudette and Rosa both moved to New York City.
 - D. Claudette told Rosa that her plan would not work.

3. What is the meaning of the word "challenged" as it is used in paragraph 5?
 - A. to invite to enter into a fight or contest
 - B. to ask someone to explain something

- C. to stir up or make something move
- D. to question the rightness of

4. The author organizes the text by —
 - A. tasking questions about Claudette and answering them.
 - B. giving their opinion on Claudette's mistakes.
 - C. telling Claudette's life story in order.
 - D. listing Claudette's character traits.

5. In Paragraph 4, the author mentions how “Colvin’s case could have brought attention to the injustice of segregation” but they thought she was immature. What are your thoughts on this as it relates to justice?

Answer Key

1. A (RI.3.2)
2. B (RI.3.3)
3. D (RI.3.4)
4. C (RI.3.5)

Lesson 12: “Boston Tea Party” by Britannica Kids, Notebook Quick Write (W.3.4, SL.3.1), 4-column Notebook and Reading of an excerpt about the Boston Tea Party (RL. 3.1, 3.3, .3.4), Daily Instructional Task: Trio Discussion (SL.3-1, W.3.4. 8.9.A)

Learning Intentions

1. I am learning to synthesize ideas as they relate to the concept of justice across multiple texts.

Success Criteria

1. I can synthesize ideas as they relate to the concept of justice.

Teacher note: Return stories from previous week and confer with students.

Part 1: Notebook Quick Write (W.3.4, SL.3.1) (8 minutes)

1. Justice is defined as the idea that people are to be treated fairly and properly. Reflect back on what you learned yesterday. Now add to your initial explanation.
2. Meet with a partner and explain what justice means to you with examples. Listen as your partner shares too.

Part 2: 4-column Notebook and Reading “Boston Tea Party” by Britannica Kids (RL. 3.1, 3.3, .3.4) (30 minutes)

1. Background: The American Revolution (1773 - 1783) was America's fight for independence, or freedom, from the control of Great Britain, a country in Europe. This informational text explains the Boston Tea Party, an important event in American history.
2. Use the 4-column notebook on the next few pages and independently read the “Boston Tea Party” by Britannica Kids. As you read, make notes about the presence and/or absence of justice in the accounts being discussed by the author.

| TEXT: BOSTON TEA PARTY BY BRITANNICA KIDS 2022 | TEXT THAT SUGGESTS THE PRESENCE OR ABSENCE OF JUSTICE | MY QUESTIONS & INSIGHTS | VOCABULARY |
|--|---|-------------------------|--|
| <p>[1] The Boston Tea Party was one of the events that led to the American Revolution. It happened in the American colony¹ of Massachusetts in 1773.</p> <p>At the time, the colonies were ruled by Great Britain. For many years the American colonists had complained about the way the British government treated them. One of the complaints was that the government made the colonists pay taxes² on goods that were shipped to them. They complained so strongly about the taxes that the government eventually ended most of the taxes.</p> <p>The colonists still had to pay a tax on tea, however. And there was only one company that was allowed to ship tea to the colonies and to sell it there. Colonists in New York City and Philadelphia refused to allow the ships to unload their cargo. In Massachusetts, however, the governor³ was loyal⁴ to the British. He allowed the ships to enter Boston Harbor and unload their cargo. He also made merchants⁵ pay the tax on the tea.</p> | | | <ol style="list-style-type: none"> 1. colony: (noun) a place where a group of people live which is controlled by their home country 2. taxes: an amount of money that people pay to their government to use or buy something 3. governor: (noun) a person who leads a government, especially that of a state of the United States 4. loyal: (adjective) having or showing true support for someone or something 5. merchant: (noun) one who buys and sells goods for money |

| TEXT: BOSTON TEA PARTY BY BRITANNICA KIDS 2022 | TEXT THAT SUGGESTS THE PRESENCE OR ABSENCE OF JUSTICE | MY QUESTIONS & INSIGHTS | VOCABULARY |
|--|---|-------------------------|---|
| <p>On the night of December 16, 1773, a group of about 60 colonists decided to protest⁶ the tax. They dressed as Native Americans and went aboard the ships in Boston Harbor. They dumped more than 300 chests of the tea into the harbor.</p> <p>[5] The British government soon imposed⁷ several new laws that were meant to punish⁸ the colonists. One of the new laws closed Boston's harbor until the colonists paid for the tea that was ruined.</p> <p>Although the new laws were aimed mainly at Massachusetts, they made the colonies want to work together to end British rule. Representatives⁹ from the 13 colonies met to protest the laws in Philadelphia on September 5, 1774. The meeting became the First Continental Congress.</p> | | | <p>6. protest: (verb) to say or do something to show one is against it or wants it to change</p> <p>7. to set as something that needs to be followed or done</p> <p>7. to set as something that needs to be followed or done</p> <p>8. punish: (verb) to cause harm to a person or group of people for doing something wrong</p> <p>9. a person who speaks or acts for a group or community</p> |

**Part 3: Daily Instructional Task; Comprehension Assessment (RL.3.1, 3, 4, 5),
Answer Key**

Directions: For the following questions, choose the best answer or respond in complete sentences

1. What is the main idea of the text?
 - A. American colonists were unhappy with the Governor of Massachusetts, so they drank all of his tea.
 - B. American colonists were angry with Great Britain's taxes, so they stole all the tea to drink themselves.
 - C. American colonists were unhappy with Great Britain's taxes, so they dumped British tea into the harbor.
 - D. American colonists were angry with the Governor of Massachusetts, so they gave all the tea to Native Americans.

2. Which of the following best describes how the text is organized?
 - A. The author shares their opinion about the Boston Tea Party.
 - B. The author asks and answers questions about the Boston Tea Party.
 - C. The author compares the Boston Tea Party to the meeting of the First Continental Congress.
 - D. The author uses cause and effect to explain why the Boston Tea party happened and what happened after.

3. Which sentence shows a result of the Boston Tea Party?
 - A. "The Boston Tea Party was one of the events that led to the American Revolution." (Paragraph 1)
 - B. "On the night of December 16, 1773, a group of about 60 colonists decided to protest the tax." (Paragraph 4)
 - C. "They dressed as Native Americans and went aboard the ships in Boston Harbor." (Paragraph 4)
 - D. "The British government soon imposed several new laws that were meant to punish the colonists." (Paragraph 5)

4. The Boston Tea Party is an example of a time when people took a stand against being treated unfairly. Would you say the colonists were the only ones being treated unfairly? Why or why not?

Answer Key

1. C (RI.3.2)
2. D (RI.3.5)
3. D (RI.3.1)
4. Answers will vary. Students should explain that while the American colonists were being treated unfairly, the Native Americans, who they dressed up as and had no part in this act—were treated unfairly as well. Justice cannot be achieved on the backs of other people and in this case, while they acted this way to disguise themselves, it was equally unjust.

GRADE 3 SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
RUBRIC IS USED TO SCORE RESPONSES TO THE RESEARCH SIMULATION TASK AND THE LITERARY ANALYSIS TASK.
RESEARCH SIMULATION TASK (RST) AND LITERARY ANALYSIS TASK (LAT)

| CONSTRUCT MEASURED | SCORE POINT 3 | SCORE POINT 2 | SCORE POINT 1 | SCORE POINT 0 |
|--|---|---|--|---|
| <p>Reading Comprehension and Written Expression</p> | <p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension by providing an accurate explanation/ description/ comparison; addresses the prompt and provides mostly effective development of the topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant text based evidence in the development of the topic; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension by providing a mostly accurate explanation/ description/ comparison; addresses the prompt and provides some development of the topic that is generally appropriate to task, purpose, and audience; uses reasoning and relevant, text-based evidence in the development of the topic; is organized with mostly clear and coherent writing; uses language in a way that is mostly effective to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. | <p>The student response</p> <ul style="list-style-type: none"> does not demonstrate comprehension; is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text based evidence; lacks organization and coherence; does not use language to express ideas with clarity. |
| <p>Knowledge of Language and Conventions</p> | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity.</p> <p>Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

Lesson 13: “The Native American Drum: Into the Circle” and “The Circle of Thanks” - Notebook Quick Write (W.3.4, SL.3.1) Viewing and Understanding *The Circle of Thanks* by Joseph Bruchac (W.3.4, SL.3.1) - (RL.3.4, 3.10 W.3.4, SL.3.1, L.3.5), Reread and 3-column Notebook (RL.3.1, 3.2, L.3.5) , Daily Instructional Task: Comprehension Assessment (RL.3.1, 3.2, 3.4, 3.5), Answer Key

Learning Intentions

1. I am learning about the importance of the Native American Drum.
2. I am learning to synthesize ideas as they relate to the concept of justice across multiple texts.

Success Criteria

1. I can synthesize ideas as they relate to the concept of justice.
2. I can write an argument that makes a claim as to the importance of justice.
3. I can use the calibration protocol to review student work and norm grading.

Part 1: Notebook Quick Write (W.3.4, SL.3.1) (8 minutes)

1. Having read about the Boston Tea Party, think about the definition of justice. Remember that justice is defined as the idea that people are to be treated fairly and properly. Reread what you wrote about justice yesterday and add to it.
2. Meet with a partner and read your explanation. Listen as your partner shares too.

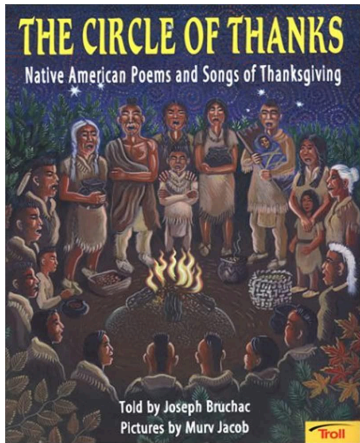
Part 2: Viewing and Understanding *The Native American Drum: Into the Circle* (W.3.4, SL.3.1) (6 minutes)

1. Watch the brief video, “The Native American Drum: Into the Circle” and think about what the drum means for many Native American tribes. [The Native American Drum: Into the Circle](#)
2. As you view the video a second time, think about how this may connect to the poem we are about to read, “The Circle of Thanks” by Joseph Bruchac.



Part 3: The Circle of Thanks by Joseph Bruchac - (RL.3.4, 3.10 W.3.4, SL.3.1, L.3.5) (8 minutes)

1. **Background:** Joseph Bruchac is the author of dozens of books for children and young people that celebrate and teach about Native American people. He is a member of the Abenaki nation. In this poem by Joseph Bruchac, the speaker, plays a drum. Drums are an important instrument, or something that is used to make music, to many Native American groups. As you read, take notes on the different examples of circles.
2. Based on the title of the poem, make a prediction as to what the poem will be about. Turn and tell your partner your thinking.
3. Read the poem.
4. Remember to **define all terms** you do not know.



The Circle of Thanks
by Joseph Bruchac, 1996

[1] As I play my drum
I look around me
and I see the trees.
The trees are dancing

[5] in a circle about me
and they are beautiful

As I play my drum
I look around me
and I see the sun and moon.

[10] The sun and moon are dancing
in a circle about me
and they are beautiful.

As I play my drum
I look around me

[15] and I see the stars.
The stars are dancing
in a circle about me
and they are beautiful.

As I play my drum

[20] I look around me
and I see my people.
All my people are dancing
in a circle about me
and my people, they are beautiful.

Part 4: Reread and 3-column Notebook (RL.3.1, 3.2, L.3.5) (10 minutes)

1. As you reread, take notes on what the poem reveals about the importance of the drum to the Native American people.
2. Use the 3-column notebook on the next page to record your findings.

| <p style="text-align: center;">TEXT: "THE CIRCLE OF THANKS" BY JOSEPH BRUCHAC</p> | <p style="text-align: center;">Who is the speaker and what does the speaker say about the importance of the drum?</p> | <p style="text-align: center;">How does Bruchac use figurative language in the poem?</p> |
|--|--|---|
| <p>[1] As I play my drum I look around me and I see the trees. The trees are dancing</p> <p>[5] in a circle about me and they are beautiful</p> <p>As I play my drum I look around me and I see the sun and moon.</p> <p>[10] The sun and moon are dancing in a circle about me and they are beautiful. As I play my drum I look around me</p> <p>[15] and I see the stars. The stars are dancing in a circle about me and they are beautiful.</p> <p>As I play my drum</p> <p>[20] I look around me and I see my people. All my people are dancing in a circle about me and my people, they are beautiful</p> | <p>The speaker is a Native American person who is describing how the drum helps them to appreciate the world around them and the people who make up their tribe. The poem has a positive tone, despite all that the Native Americans have gone through. It's as if the drum serves as a healer and nurturer to the people. The drum is also tied to a circle, which is also mentioned in the video. The circle signifies community, unity, and love.</p> | |

Part 5: Daily Instructional Task: Comprehension Assessment (RL.3.1, 3.2, 3.4, 3.5), Answer Key

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What is the central message of the poem?
 - A. Drums are really fun to play and listen to.
 - B. If you look around you can see a lot of stars.
 - C. Nature is filled with many special things to enjoy
 - D. If you see people dancing then you should dance too.

2. How do lines 19-24 add to the reader's understanding of the poem?
 - A. They explain how the speaker learned to play the drum.
 - B. They help the reader see how people are different from trees.
 - C. They show that the speaker is happy to be a part of a larger group
 - D. They tell the reader that the speaker is feeling tired of being outside.

3. In the poem, the repeated line "dancing / in a circle around me" shows that the speaker —
 - A. thinks there are too many people around them.
 - B. likes to see the different parts of nature.
 - C. wishes the sun and moon were people.
 - D. wants more people to dance.

4. Why is "The Circle of Thanks" important to the Native American people, despite their history of injustice?

Answer Key

1. C (RL.3.2)
2. C (RL.3.5)
3. B (RL.3.4)
4. Answers will vary eeeeeeeeeee

**Lesson 14: Culminating Task: Analytic Essay (W.3.1, 3.9.A and B, L.3.1, L.3.2),
Rubric**

1. You have read and analyzed three sources that correlate with justice in different ways.
2. Write an essay on how the fight for justice looks different based on lived experiences.
3. Analyze the question and support your position with evidence from at least two of the three sources. Be sure to acknowledge competing views. You may give examples from past and current events. Refer to sources by their titles.

GRADE 3 SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
RUBRIC IS USED TO SCORE RESPONSES TO THE RESEARCH SIMULATION TASK AND THE LITERARY ANALYSIS TASK.
RESEARCH SIMULATION TASK (RST) AND LITERARY ANALYSIS TASK (LAT)

| CONSTRUCT MEASURED | SCORE POINT 3 | SCORE POINT 2 | SCORE POINT 1 | SCORE POINT 0 |
|--|---|---|--|---|
| <p>Reading Comprehension and Written Expression</p> | <p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension by providing an accurate explanation/ description/ comparison; addresses the prompt and provides mostly effective development of the topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant text based evidence in the development of the topic; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension by providing a mostly accurate explanation/ description/ comparison; addresses the prompt and provides some development of the topic that is generally appropriate to task, purpose, and audience; uses reasoning and relevant, text-based evidence in the development of the topic; is organized with mostly clear and coherent writing; uses language in a way that is mostly effective to clarify ideas. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. | <p>The student response</p> <ul style="list-style-type: none"> does not demonstrate comprehension; is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text based evidence; lacks organization and coherence; does not use language to express ideas with clarity. |
| <p>Knowledge of Language and Conventions</p> | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity.</p> <p>There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity.</p> <p>Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |

**Lesson 15: NJSLA Practice Test: Computer-Based Practice Test Unit 2:
Research Simulation Task (RST**

<https://nj.mypersonsupport.com/practice-tests/english/>

Lesson 16: Review answers to Practice Test. Provide actionable feedback.

**Lesson: 17: “Soaring ‘on the Wings of the Wind’” & “Riding the Wind”-
3-column Notebook and Independent Reading (RL.3.1, 3.2, 3.4, 3.10, W.4.4),
Culminating Task: Research Simulation Task: Essay (W.3.1, L.3.1, 2, 3), Rubric**

Learning Intentions

1. I am learning to integrate and evaluate multiple sources of information.
2. I am learning to determine a central idea and supporting evidence.
3. I am learning to respond to a Research Simulation Task.

Success Criteria

1. I can explain the significance of textual evidence.
2. I can read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it.
3. I can demonstrate comprehension by correctly answering text dependent questions.

Part 1: Three-Column Notebook and Independent Reading (RL.3.1, 3.2, 3.4, 3.10, W.3.4) (30 minutes)

1. Background: Today you will research hot-air balloons. You will read “Soaring ‘on the Wings of the Wind.’” Then you will read “Riding the Wind.” As you review these sources, you will gather information and answer questions about hot-air balloons so you can write an essay.
2. Use the three-column notebook to help you manage your notes.

Part 2: Culminating Task: Research Simulation Task: Essay (W.3.1, L.3.1, 2, 3), Rubric (40 minutes)

1. Hot-air balloons are discussed in the passage from “Soaring ‘on the Wings of the Wind’” and “Riding the Wind”. [Link to PDF passages](#)

2. Using the information in both articles, describe the steps to flying and landing hot-air balloons. How are the articles **different** or **similar** in how they describe these steps? Be sure to include examples from both articles to support your ideas.
3. Vary sentences & spell correctly.
4. Invite students to write a rough draft, starting with the [Multiple-Paragraph Outline](#).


Name: _____ Date: _____

Topic: _____ Thesis Statement: _____

| Main Idea | Details |
|--------------|----------------------------------|
| Introduction | |
| ¶1 | |
| ¶2 | |
| ¶3 | |
| ¶4 | |
| ¶5 | |

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| TEXT 1: "SOARING 'ON THE WINGS OF THE WIND'" BY LOIS MINER HUEY | QUESTIONS | TEXT THAT GIVES INFORMATION ON HOT-AIR BALLOONS |
|--|-----------|--|
| <p>(1) On June 24, 1784, Edward Warren Jr. made history as the first American to go up in a hot-air balloon. He was 13 years old.</p> <p>(2) Peter Carnes, a Maryland innkeeper and lawyer, placed a small iron stove in a balloon basket one fine June day in Bladensburg, Maryland. He then set fire to the straw and wool inside the stove. Smoky hot air swelled the balloon and sent it up. Carnes had done it. He was the first American to develop a method to lift a balloon using hot air.</p> <p>(3) Carnes decided to try it again 10 days later in nearby Baltimore. A huge crowd gathered as he launched a tethered balloon, 35 feet wide and 30 feet tall, 200 feet into the air. The crowd yelled and clapped as Carnes sent the balloon up time and again.</p> <p>(4) By late day, the people shouted to send a person into the air.</p> | | |
| THE BOY FLIES | | |
| <p>(5) Carnes weighed more than 200 pounds—too heavy for the balloon. He wasn't sure what to do. Luckily, 13-year-old Edward Warren Jr. stepped forward and exclaimed that he'd go. Edward's parents nodded in approval. They believed the balloon was safe because it was tethered to the ground with ropes.</p> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>(6) The crowd roared as Carnes helped Edward climb into the basket. While Carnes stirred the fire in the stove, Edward stood holding the ropes, staring up into the huge</p> </div> <div style="flex: 1; text-align: center;">  </div> </div> | | |

balloon over his head. He probably wondered if the balloon would indeed be safe.

- (7) Hot air from the stove burst upward. The balloon slowly rose. Newspaper reporters in Baltimore described Edward as having the courage of “an old Voyager.” The onlookers screamed themselves hoarse. Edward stared down at the top of the city, its people growing smaller and smaller, and out at the bay in the distance. He was the first American to see such views.
- (8) Edward smiled and tore off his hat and waved it. The crowd yelled louder, and men waved their hats in return.
- (9) Carnes left Edward 200 feet in the air for several minutes before pulling him down. With shaky legs, Edward climbed from the basket. The audience cheered, clapped, and collected money for the boy, a reward for his bravery. By flying “on the wings of the wind,” Edward Warren Jr. had played a big part in the history of flight.

- (10) Ballooning was soon popular at fairs and festivals. During the Civil War, both sides used them for spying. About 100 years after Carnes's experiment, gasoline engines in airplanes replaced hot air and wind, and people soared even higher.



EARLY BALLOONING IN FRANCE

- (11) Less than a year before Carnes lifted his balloon in Bladensburg, French inventors and brothers Joseph and Étienne Montgolfier sent a sheep, rooster, and duck into the air. The animals rode in an untethered (not tied down) hot-air balloon for two miles, then landed safely. American representative John Jay, who was in France negotiating the end of the Revolutionary War, proclaimed, “Travellers may hereafter literally pass from country to country on the wings of the wind.” The first humans soon followed, flying in a Montgolfier hot-air balloon over Paris.

1. Part A

What is the main idea in “Soaring ‘on the Winds of the Wind’”?

A. Hot-air balloons were useful during the Civil War.

B. The French were the first to fly in a hot-air balloon.

| | | |
|--|---|--|
| | <p>C. Peter Carnes led the way in America in hot-air ballooning.</p> <p>D. Edward Warren Jr. was comfortable with hot-air ballooning.</p> <p>2. Part B</p> <p>Which paragraph best supports the answer to Part A?</p> <p>A. Paragraph 2</p> <p>B. Paragraph 4</p> <p>C. Paragraph 5</p> <p>D. Paragraph 6</p> | |
|--|---|--|

| <p style="text-align: center;">TEXT 2:</p> <p style="text-align: center;">“RIDING THE WIND” BY ANN LESSEN</p> | <p style="text-align: center;">QUESTIONS</p> | <p style="text-align: center;">TEXT THAT GIVES INFORMATION ON DIFFERENT KINDS OF HOUSES</p> |
|---|---|--|
| <p>WHAT’S IT LIKE TO FLY IN A HOT-AIR BALLOON?</p> | | |
| <p>(1) Imagine sailing through the sky, high above buildings and trees, in perfect peace and quiet. No noisy engines. No smudgy window in your way. No blustery wind blowing in your face. You can’t feel or hear the wind because you’re traveling in the exact same direction and at the exact same speed it is.</p> | | |
| <p>HOW DOES A HOT-AIR BALLOON WORK?</p> | | |
| <p>(2) Hot air is lighter than cold air, so warm air rises while cooler air sinks. Because the air inside a hot-air balloon is warmer than the air outside, it rises, lifting the entire balloon.</p> <p>(3) A hot-air balloon has three main parts: the balloon, called an envelope; a basket, where passengers ride; and a burner system, which supplies the hot air.</p> <p>(4) Most balloon envelopes are made of strong, lightweight nylon. They vary in size and shape, but they have to be really, really big to lift even a single person. Most weigh more than an adult man and use more fabric than you’d need to cover a baseball diamond.</p> <p>(5) The basket is usually made of wicker, which is sturdy but not too stiff. It needs to bend a bit for a soft landing, just like a good jumper bends her legs instead of keeping them stiff and straight when she lands.</p> <p>(6) When the burner system blasts flames, it makes a noisy whooshing sound, but once the balloon is flying, the burner can be turned off. The air in the envelope will then slowly cool, and the balloon will gradually sink unless the pilot starts the burner again.</p> <p>(7) To steer, a pilot adds hot air to go up or lets it out to go down, until he finds a breeze blowing in the direction he wants to fly. But no matter which way the wind blows them, balloonists have an amazing bird’s-eye view of the world.</p> | <p>1. Part A</p> <p>According to information in the article, why is the temperature of the air in the hot-air balloon important?</p> <p>A. It changes how much weight can be carried by a hot-air balloon.</p> <p>B. It causes a hot-air balloon to look smaller in the sky and larger on the ground.</p> <p>C. It changes how a passenger feels when a hot-air balloon returns to the ground.</p> <p>D. It causes a hot-air balloon to go up when the air becomes warmer and go down when it is cool.</p> <p>2. Part B</p> <p>Which statement from the article supports the answer to Part A?</p> <p>A. “Because the air inside a</p> | |

hot-air balloon is warmer than the air outside, it rises...” (Paragraph 2)

B. “They vary in size and shape...” (Paragraph 6)

C. “It needs to bend a bit for a soft landing...” (Paragraph 5)

D. “...once the balloon is flying, the burner can be turned off.” (Paragraph 6)



“Riding the Wind” by Ann Lessen from CLICK MAGAZINE, Carus Publishing Co. © 2007. Photograph of men inflating hot-air balloon

Lesson 18: Norming Students' Evaluation of RST Essays (Day 1) - Norming (RL.3.10), Small Group Discussion (SL.4.1), Revising and Editing (W.3.1, 3.5.3.6, 3.9.B, L.3.1., 2, 3), WEDGE (W.3.4, 5, 6; SL.3.1, L.3.1, 2, 3), Rubric, Anchor Papers, Paper Annotations

Learning Intentions

1. I am learning to correctly evaluate essays using anchor papers and the Research Simulation Task Rubric.
2. I am learning to apply what I have learned about excellent comprehension and writing to my own writing.

Success Criteria

1. I can correctly evaluate essays using anchor papers and the Research Simulation Task Rubric.
2. I can explain my reasons for why a paper received the score it did based on the rubric.
3. I can apply what I have learned and revise and edit my essay.

Day 1:

Part 1: Norming (RL.3.10) (50 minutes)

1. Provide students with a set of anchor papers. Do not include the annotations or the scores.

[Link to anchor papers with annotations.](#)

2. Have students evaluate each paper using the RST Rubric.
3. Have students order the papers from 4 to 1.

Part 2: Small Group Discussion (SL.3.1) (30 minutes)

1. Post the correct scoring for students to compare their responses to the expert evaluator's responses. Provide the written annotations with the score point and the rationale.
2. Invite students to meet in a small group and discuss their findings. They should explain why and how they adjusted any scores that were incorrect.

Day 2:

Part 3: Revising and Editing (W.3.1, 3.5, 3.6, 3.9B, L.4.1., 2, 3) (60 minutes)

1. Return to students the essay from Lesson 17. This essay should have a score from you and a written response.
2. Provide students with time to revise and edit their RST essay using what they have learned from the norming session and your comments.

Part 4: WEDGE (W.3.4, 5, 6; SL.3.1, L.3.1, 2, 3) (30 minutes)

1. Explain to students that they are now going to engage in the final revision of their text in groups of 5.
2. In each group, students will take turns playing these roles: Reader, Summarizer, Questioner, Clarifier, and Complimenter. One student will read his/her/their story and students will respond by playing their role. The process will continue on until all students have had an opportunity to read their text and receive feedback.
3. Form groups of 4. Have students take turns with each role, so that all students read their texts and receive feedback (summary, questions, clarification, and compliment).
 - Reader
 - Summarizer

| <p align="center">GRADES 4–HIGH SCHOOL SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS</p> <p align="center">THE SCORING RUBRIC IDENTIFIES THE CRITERIA FOR SCORING PROSE CONSTRUCTED RESPONSE (PCR) ITEMS. THE RUBRIC IS USED TO SCORE RESPONSES TO THE RESEARCH SIMULATION TASK AND THE LITERARY ANALYSIS TASK.</p> <p align="center">RESEARCH SIMULATION TASK (RST) AND LITERARY ANALYSIS TASK (LAT)</p> | | | | | |
|--|--|--|---|---|--|
| CONSTRUCT MEASURED | SCORE POINT 4 | SCORE POINT 3 | SCORE POINT 2 | SCORE POINT 1 | SCORE POINT 0 |
| Reading Comprehension and Written Expression | <p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant text based evidence in the development of the claim or topic; is effectively organized with clear and coherent writing; establishes and maintains an effective style | <p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of claim or topic that is mostly appropriate to task, purpose, and audience; uses mostly clear reasoning supported by relevant text based evidence in the development of the claim or topic; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience; uses some reasoning and text-based evidence in the development of the claim or topic; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; has a style that is minimally effective. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis; is undeveloped and/or inappropriate to task, purpose, and audience; includes little to no text based evidence; lacks organization and coherence; has an inappropriate style. |
| | Knowledge of Language and Conventions | | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p> |

Grade 3: Unit 10 - *Charlotte's Web*

| Unit Summary: (Overall learning of the unit) | | | | | |
|---|-----------------------------------|--|---|--|-----------------------------------|
| Unit Title: <i>Charlotte's Web (& The Importance of Friendship)</i> | | Content Area: ELA | | Grade Level: 3 | |
| Unit Description: A month long, 11 lesson unit of study revolving around the novel <i>Charlotte's Web</i> written by E. B. White. (note-each lesson covers two chapters from the novel). | | | | | |
| Essential Question (s): (Critical driving questions of the unit that promote inquiry and discovery of the content) | | | Enduring Understanding (s): (Synthesize how this connects to prior/future learning, what they should understand, <i>not</i> what they are doing) | | |
| Why are friends so important to have? What qualities are important in friendship? Why is it important to stand up for what you believe in? | | | “What has Wilbur learned from his friendship with Charlotte, and how does this knowledge affect his ability and desire to make friends in the future?” Throughout the unit, students should understand what has been learned by the unlikely friendship of a young pig and an aging spider, that although they are very different, the two animals can come together and be not only the best of friends but the best protectors of each other. | | |
| Charlotte's Web Vocabulary Words by Chapter Unit Vocabulary | | | | | |
| Ch. 1- injustice, runt Ch. 2- scythe, gander, hullabaloo Ch. 3- glutton, trough Ch. 4- objectionable Ch. 5- salutations Ch. 6- anesthetic, conspiracy Ch. 7- untenable | | Ch. 8- unremitting Ch. 9- sedentary Ch. 10- possessions Ch. 11- gullible Ch. 12- idiosyncrasy Ch. 13- radiant Ch. 14- aeronaut | | Ch. 15- versatile Ch. 16- buttermilk, bewitched Ch. 17- pickpocket Ch. 18- schemer, garrulous, humble Ch. 19- magnum opus, languishing Ch. 20- phenomenon, triumph Ch. 21- balloonist Ch. 22- loyal | |
| Focus Standards | | | | | |
| L.RF.3.4. L.WF.3.2 L.WF.3.3 L.WF.3.3F | L.VL.3.2 L.KL.3.1 L.KL.3.1A | RL.CR.3.1 RL.CI.3.2 RL.IT.3.3 RL.TS.3.4 RL.PP.3.5 RL.MF.3.6 | RI.CR.3.1 RI.MF.6.6 RI.PP.3.5 RI.AA.3.7 RI.MF.3.6 RL.MF.3.7 | SL.PE.3.1 SL.PI.3.4 SL.AS.3.6 SL.UM.3.5 SL.ES.3.3 | W.RW.3.7 W.AW.3.1 W.AW.3.1A |
| Assessments | | | | | |

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| <ul style="list-style-type: none"> ● Daily Instructional Tasks <ul style="list-style-type: none"> ○ Lesson 10 (Portfolio Artifacts) ● Tickets Teacher-created tests ● Student Reflections ● Culminating writing tasks | <ul style="list-style-type: none"> ● Summative Assessments ● Extended Learning Tasks ● Performance Tasks ● Choice Board | <ul style="list-style-type: none"> ● Exhibitions ● Demonstrations ● Portfolios ● Journals/Notebooks ● Reader's Theatre |
| <p style="text-align: center;">Integration of 21st Century Skills</p> | <p style="text-align: center;">Integration of Technology</p> | <p style="text-align: center;">Resources</p> |
| <ul style="list-style-type: none"> ● 9.1.4.A.1 ● 9.1.4.A.2 ● 9.1.4.A.3 ● 9.2.4.A.1 ● 9.2.4.A.2 | <ul style="list-style-type: none"> ● Google Classroom ● Google Forms/Docs/Slides ● Discovery Education Videos ● Clever ● Jamboard | <ul style="list-style-type: none"> ● <i>Charlotte's Web</i> Written by E.B. White ● TWR-Charlotte's Web Unit 10 |
| <p>Summary of Key Learning</p> | | |
| <p><u>Lesson 1:</u> Ch. 1 & 2</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to share if I agree or disagree with a statement ● I am learning to provide reasons for my answers. ● I am learning to share what I know about farm life. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can explain to my partner(s) why I agree or disagree with a statement by providing my reasons why. ● I can listen to others and respectfully agree or disagree with their point of view. ● I can share my thoughts on farm life to my peers. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Anticipatory Guide, Class discussion, Read aloud, Daily Instructional Task: SL.PE.3.1, L.RF.3.4, L.WF.3.3 | <p><u>Lesson 2:</u> Ch. 3 & 4</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to understand what life was like on the farm for Wilbur. (POV). ● I am learning to put events that I read in the order that they happened. ● I am learning to discuss the pros and cons of freedom (as an animal in a farm) <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can discuss the pros and cons for farm life for Wilbur. ● I can put Wilbur's escape from the barn in the correct order as it happened. ● I can predict who Wilbur's new friend might be by sketching it. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Key questions, chronological order, sketching, vocabulary enrichment. L.RF.3.4, RL.PP.3.5, RL.IT.3.3 | <p><u>Lesson 3:</u> Ch. 5 & 6</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to analyze and record what the picture in the story tells me and what the text tells me. ● I am learning to understand what character traits are. ● I am learning that characters can be similar or different from each other. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can record my thoughts and feelings of what I see in the pictures and what the text tells me and analyze/compare the two. ● I can describe someone's character by using character traits. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Read aloud, analyze text and story, character traits. RI.MF.3.6, RL.MF.3.7, W.AW.3.1A |
| <p><u>Lesson 4:</u> Ch. 7 & 8</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to understand what conflict (problem) in a story is and how that will impact Wilbur. ● I am learning what it means to persuade someone to do something. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify the conflict in Charlotte's Web and discuss how I feel. ● I can write a letter persuading Mr. Zuckerman not to kill Wilbur for Christmas dinner. | <p><u>Lesson 5:</u> Ch. 9 & 10</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to read fluently aloud, with expression. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can perform, and participate in a reader's theater about "Charlotte's Web." <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Read aloud, reader's theater, practicing parts, teamwork, how character roles in a script work ● SL.PI.3.4, RL.CL.3.2 | <p><u>Lesson 6:</u> Ch. 11 & 12</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to answer key questions to help understand the story. ● I am learning to play Kahoot! to compete alongside my peers-competition style. ● I am learning to create my own spider web with a message. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can answer key questions based on the novel and through playing Kahoot! ● I can make my own spider web with a message like Charlotte spun in her web. |

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| <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Class discussion and read aloud. Daily Instructional Task, Anchor Chart, Vocabulary building. • W.AW.3.1, L.RF.3.4 | | <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Read aloud, text dependent questions, spider work art, key questions, Kahoot! SL.PE.3.1, RL.CI.3.2, SL.UM.3.5 |
| <p><u>Lesson 7: Ch. 13 & 15</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to read the text for a deeper meaning. • I am learning new domain-specific words from the novel. • I am learning the difference between fact and someone's opinion. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can read the text closely to determine what the vocabulary words mean. • I can utilize new vocabulary to make it meaningful to me. • I can determine whether a sentence is a fact or someone's opinion. • I can write a fact and opinion statement. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Read aloud, discussion questions, word work, fact and opinion sheet. L.KL.3.1, L.KL.3.1A, R.F.3.4 | <p><u>Lesson 8: Ch. 16 & 17</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to read the text and understand quotations are marks around the speaker's exact words. • I am learning to identify and use commas and quotation marks in dialogue. • I am learning to distinguish words from the story to determine which character said what. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify quotation marks in a sentence and understand that it is the speaker talking. • I can identify which speaker is saying certain words or phrases. • I can write my own dialogue sentences using quotation marks around the speaker's words. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Read aloud, text dependent questions, quotation mark activity L.WF.3.3F, L.RF.3.4 | <p><u>Lesson 9: Ch. 18 & 19</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to read fluently and accurately while gaining understanding of what is happening in the story. • I am learning to make connections between what the character says and does based on the text. • I am learning why an egg sac is so important to Charlotte and how they work. • I am learning to form an opinion about characters like Templeton, Charlotte, and Wilbur and plan to write my thoughts about it. • I am learning what a single paragraph outline is. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can read parts of Charlotte's Web to myself and aloud. • I can understand the story by responding to questions aloud or in my reader's notebook. • I can state my opinion about how I feel about the characters in the book using information from the story and my own personal feelings in a group or with a partner. • I can explain the different parts of a single paragraph outline and how they all go together. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Key vocabulary, read aloud student and teacher, DIT questions, single paragraph outline introduction. L.RF.3.4, RI.CR.3.1, RI.IT.3.3, RI.PP.3.5, W.RW.3.7 |
| <p><u>Lesson 10: Ch. 20 & 21</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning the importance of friendship and what friends will do for each other. • I am learning to draft and use a single paragraph outline to write a paragraph about Charlotte and Wilbur's friendship. • I am learning to take a SPO draft and form those ideas into a final, completed paragraph. <p>Success Criteria:</p> <ul style="list-style-type: none"> • Based on the story I read, I can form my own opinions about the importance of friendship. • I can write ideas and phrases to include in our single paragraph outline. • I can write complete sentences which will become a paragraph based on our SPO about Wilbur and Charlotte's special friendship. | <p><u>Lesson 11: Ch. 22</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to share my writing aloud and listen to feedback about my work. • I am learning about the resolution at the end of the novel "Charlotte's Web." • I am learning to read and select work from a choice board. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can share my writing aloud to my classmates and listen to constructive feedback about my work. • I can determine what happened at the end of Charlotte's Web and identify the resolution of the story. • I can read and select various activities to do from a Charlotte's Web inspired choice board. <p>Instructional Routines:</p> | |

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| Instructional Routines: <ul style="list-style-type: none"> Read aloud, single paragraph outline, drafting, revising, editing RI.PP.3.5, RL.IT.3.3, RL.PP.3.5, W.WP.3.4, | <ul style="list-style-type: none"> Author's chair, feedback, choice boards, reflective practices. L.RF.3.4, SL.ES.3.3, SL.PI.3.4, RI.AA.3.7 | |
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Daily Lesson Plans

| Lesson 1 | | | |
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| Grade:3rd | Unit: Charlotte's Web | Lesson Title: Launching the unit, Anticipatory Guide, chapters 1-2 | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning to share if I agree or disagree with a statement I am learning to provide reasons for my answers. I am learning to share what I know about farm life. | | <ul style="list-style-type: none"> I can explain to my partner(s) why I agree or disagree with a statement by providing my reasons why. I can listen to others and respectfully agree or disagree with their point of view. I can share my thoughts on farm life to my peers. | |
| NJSL Standards | | | |
| SL.PE.3.1-Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. L.RF.3.4-Read with sufficient accuracy and fluency to support comprehension. L.WF.3.3-Demonstrate command of the conventions of writing including those listed under grade three foundational skills. | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> Who is Fern and why is she so upset at the beginning of the story? Describe Wilbur. Would you want him as your pet? Who is Uncle Homer? At the end of chapter 2 Wilbur is no longer living with Fern's family. Explain what happened. | | Daily Instructional Tasks: Day 1-2 <ul style="list-style-type: none"> Daily Instructional Task:CW-Lesson 1 Anticipatory Guide Day 2 <ul style="list-style-type: none"> Daily Instructional Task:Do you think Fern should have saved Wilbur? <p><i>TWR Goal-Identifying different types of sentences.</i> Types of Sentences-Charlotte's Web https://jamboard.google.com/d/18zDcaksOJqkke-1K1TgxzWfJ1isYvEQGCQKJkcOIJl8/edit?usp=share_link</p> | |
| Vocabulary: Ch.1 <ul style="list-style-type: none"> injustice, runt | | Learning Resources/Materials: <ul style="list-style-type: none"> Anticipatory Guide/Formulaic Expressions Novel | |

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| <p>Ch. 2</p> <ul style="list-style-type: none"> • scythe, gander, hullabaloo | <ul style="list-style-type: none"> • Reader's Notebook • Pencils, sticky notes |
| <p>Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)</p> <p>Day 1-Launch the unit/Prepare the learner: Students will be using an anticipatory guide which will engage the class in conversations. This will determine student knowledge/background and their own beliefs about farm life and animals who might be raised there. By preparing the learner in this way, students will have a mindset when starting this novel that they will be reading about animals on a farm and potential ideas as to what will happen to the characters involved. Any prior knowledge that students may have about farms, should be discovered on day 1 to help for future clarification.</p> <p>CW-Lesson 1 Anticipatory Guide</p> <p>Day 2- Introduce vocabulary, Read chapters 1-2 aloud with students. Make sure throughout the lesson students have sticky notes to jot down any noticings, or wonderings, DIT-Do you think Fern should have saved Wilbur? I think Fern should/should not have saved Wilbur because...</p> | |
| <p>Learning Assessments: (How will teachers monitor student learning throughout the lesson?)</p> <ul style="list-style-type: none"> • Teachers should be listening to group discussions during the anticipatory guide process to gauge what students know about life on the farm. • From the DIT, teachers can get perspective on what students are thinking and feeling based on how they answered the question. | |
| <p>Differentiation:</p> <ul style="list-style-type: none"> • Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently. • Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension • Present questions for students to see on the board as they are discussed with the class • Chunking the text into smaller sections for deeper analysis • Ask students how they feel about starting a new unit. What are they looking forward to, what if anything are they anxious over? | <p>Possible Misconceptions:</p> <ul style="list-style-type: none"> • How farms work. • What happens when animals are raised for profit. • Why the animals in this story are talking in the story-fiction vs. non-fiction. • Students may not have a deep contextual understanding of what daily life is like on a farm/rural areas (although many students who have migrated from other counties, sometimes have more knowledge of farms than students who are born here. Therefore it is always important to know your student's cultural backgrounds. |
| <p>Teacher Notes: The novel "Charlotte's Web" appeals to children of all ages because at its core, this is a book about friendship. Students will enjoy meeting the animals in the barn, understanding how life on a farm operates, and learning about a special spider named Charlotte who has taken it upon herself to save her new, pig friend-Wilbur. Packed with teachable moments, about farm and animal life, the book constantly leads the reader to the essential question, "Why are friends so important to have?" Ultimately, we want the students to learn something from both Charlotte and Wilbur's approach to being a good friend. The choices the animals ultimately make for each other will instill the notion that kindness can be exemplified in everyone and anyone who cares about the wellbeing of someone or something else.</p> <ul style="list-style-type: none"> • This is a classic story that has been translated into many languages and versions. If you are a bilingual teacher, you might want to work closely with the ESL teacher making sure the story is comprehensible for everyone. The novel can be read aloud in Spanish for lower tiers. And although time consuming, one teacher can read in English, and the other in Spanish chapter by chapter. • Explain to students that Charlotte's Web is fictional text; however, animals do live on a farm and do many of the same daily activities that they do in the novel • After the Anticipatory Guide is completed in groups of 2, return to the entire class to have a whole group discussion about the conversations had. | |

| Lesson 2 | | | |
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| Grade: 3rd | Unit: Charlotte's Web | Lesson Title: Chapters 3 & 4 | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning to understand what life was like on the farm for Wilbur(POV). I am learning to put events that I read in the order that they happened. I am learning to discuss the pros and cons of freedom (as an animal in a farm). | | <ul style="list-style-type: none"> I can discuss the pros and cons for farm life for Wilbur. I can put Wilbur's escape from the barn in the correct order as it happened. I can predict who Wilbur's new friend might be by sketching it. | |
| NJSL Standards | | | |
| L.RF.3.4-Read with sufficient accuracy and fluency to support comprehension. | | | |
| RL.PP.3.5-Distinguish their own point of view from that of the narrator or those of the characters. | | | |
| RL.IT.3.3-Describe the development of individual character's and explain how their actions contribute to the plot within a text. | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> Describe barn life based on what you heard from the audio and what we are reading. Why did Wilbur think he had one of the worst days of his life? Is being alone the worst thing that can happen to an animal like Wilbur? What about people? Can they be okay alone? Do you ever enjoy just time to yourself? | | Day 1 <ul style="list-style-type: none"> Put chapter 2's events in chronological order. (optional) If you could escape, what would your 24 hours look like? Where would you go, what would you do, and who would you bring/meet? Draw, or write your ideas in your reader's notebook. Day 2 <ul style="list-style-type: none"> Sketch who or what will be Wilbur's new friend. See link or complete in reader's notebook. <p><i>TWR Goal-Determine if each phrase is a sentence or just a fragment.</i> Sentence or Fragment Lightning Round!</p> | |
| Vocabulary: | | Learning Resources/Materials: (teacher/student must be logged into Clever) | |
| Ch.3 <ul style="list-style-type: none"> glutton, trough Ch. 4 <ul style="list-style-type: none"> objectionable | | <ul style="list-style-type: none"> https://clever.discoveryeducation.com/learn/player/5a4e5241-3151-442e-aa48-d9aa3d3143b2 | |

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1-As students are listening to chapter 3 being read, they are hearing all about the perils of animal life and the boredom it can bring. Wilbur had his “freedom” and was also holed up in the barn. Discuss with students the pros and cons to both and why this would be so confusing to a young, curious pig like Wilbur. After reading, complete the DIT. [CW Ch 3 Escape -chronological order](#)

Day 2-Read aloud chapter 4. The chapter ends abruptly with Wilbur waiting to meet his new friend. Have students predict and draw who this friend might be. Some might have figured it out already based on the cover and other details but regardless this is a fun way to get students drawing, writing, and talking about a new friend that Wilbur will soon have. [CW-Ch. 4 Drawing Sheet](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Chronological order sheet-percentage correct
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection via drawing sheet

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Give students more of the answers to the chronological order activity.
- Encourage drawing and labeling for the optional DIT.

Possible Misconceptions:

- Students might assume that farm life is very slow and boring. In actuality, Farms are busy places and this chapter is from the viewpoint of Wilbur's.
- Ask students how a farm owner might feel if one of their animals might escape.

Teacher Notes:

- Encourage students to refer back to the novel as often as they wish. Most of these activities are meant for students to constantly be referring back to the text for evidence and clarification.

| Lesson 3 | | | |
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| Grade: 3rd | Unit: Charlotte's Web | Lesson Title: Ch. 5 & 6 | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning to analyze and record what the picture in the story tells me and what the text tells me. I am learning to understand what character traits are. I am learning that characters can be similar or different from each other. | | <ul style="list-style-type: none"> I can record my thoughts and feelings of what I see in the pictures and what the text tells me and analyze/compare the two. I can describe someone's character by using character traits. | |
| NJSL Standards | | | |
| <p>RI.MF.3.6-Use information gained from text features and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RL.MF.3.7-Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in the story(e.g., create mood, emphasize aspects of a character or setting.)</p> <p>W.AW.3.1A-Write opinion texts to present an idea with reasons and information. Introduce an opinion clearly.</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> What does the text tell us about Charlotte? What does the picture on page 38 tell us? How are both the text and picture connected? What are character traits, and why are they important to identify when reading a novel like <i>Charlotte's Web</i>? | | <p>Day 1</p> <ul style="list-style-type: none"> Compare and analyze Charlotte to what the text tells us and what the picture on page 38 shows us. CW-Ch.5 Analyze the Text and illustration <p>Day 2</p> <ul style="list-style-type: none"> Complete character traits for 4 main characters we have met so far. CW-Ch. 6 Character Traits <p><i>TWR Goal-Unscramble each group of words to make a complete sentence.</i> TWR Unscramble-Charlotte's Web</p> | |
| Vocabulary: | | Learning Resources/Materials: | |
| <p>Ch.5</p> <ul style="list-style-type: none"> salutations <p>Ch. 6</p> <ul style="list-style-type: none"> anesthetic, conspiracy | | <p>Videos to share before lesson</p> <ul style="list-style-type: none"> https://clever.discoveryeducation.com/learn/player/b819c0b8-da74-4c47-ae8c-ea4b941a507e-Spider Webs https://clever.discoveryeducation.com/learn/player/3cc33b05-926f-4172-a592-d0c8ca0cd043-How do spiders make webs? | |

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

Listening with a Purpose-Have students view the video below on spiders. Stop at various points and have students state facts they have learned about spiders. Read aloud chapter 5, "Charlotte" to the class. When finished reading, have students go back to page 38 where there is a picture of Charlotte. Students will compare and analyze Charlotte to what the text states and what the picture shows us. [CW-Ch.5 Analyze the Text and illustration](#)

Day 2

Read aloud chapter 6. When completed, a discussion of characters and character traits should occur. By now students are familiar with 4 main characters from the novel: Fern, Wilbur, Templeton, and Charlotte. With the whole class, have a discussion about character traits. What makes each character stand out? What type of personality do they have? Brainstorm so words like shy, brave, kind, determined, serious, trustworthy/untrustworthy, etc. [CW-Ch. 6 Character Traits](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- How are the student pairings discussing the chapters together? What do students now know about spiders that they didn't before? What connections between what was read, and now what is understood about Charlotte's character?
- Compare and contrast matrix
- Formulaic expressions to support discussion
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection via drawing sheet

Differentiation:

- Students who struggle with writing can draw pictures or discuss the text and pages about Charlotte by using the formulaic expressions to support discussions.

Possible Misconceptions:

- Understanding character traits within someone and physical character traits (tall, skinny, etc) there could be possible confusion. Describing what a character looks like is not the same as a character trait.

Teacher Notes:

- If you are feeling pressed for time, instead of starting chapter 6 from the beginning, you might want to start reading chapter 6, "Summer Days" on page 44 "It was on a day in early summer..."

| Lesson 4 | | | |
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| Grade: 3rd | Unit: Charlotte's Web | Lesson Title: Ch. 7 & 8 | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning to understand what conflict (problem) in a story is and how that will impact Wilbur. I am learning what it means to persuade someone to do something. | | <ul style="list-style-type: none"> I can identify the conflict in Charlotte's Web and discuss how I feel. I can write a letter persuading Mr. Zuckerman not to kill Wilbur for Christmas dinner. | |
| NJSL Standards | | | |
| W.AW.3.1-Write opinion texts to present an idea with reasons and information. L.RF.3.4-Read with sufficient accuracy and fluency to support comprehension. | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> What does conflict mean? What conflict has come out in the barn and who does it affect? Why does Mrs.Arable (Fern's mother) have a strange look on her face when her daughter explains what has been going on in Mr. Zuckerman's barn? | | Daily Instructional Tasks: Day 1 <ul style="list-style-type: none"> Write a letter to Mr. Zuckerman CW-Ch.7 Letter to Mr. Zuckerman Day 2 <ul style="list-style-type: none"> Design and create a baby card for the 7 goslings being born <i>TWR Goal-Converting fragments into sentences.</i> Converting fragments to sentences-Charlotte's Web | |
| Vocabulary: Ch.7 <ul style="list-style-type: none"> untenable Ch. 8 <ul style="list-style-type: none"> unremitting | | Learning Resources/Materials: <ul style="list-style-type: none"> Novel Reader's Notebook Pencils, sticky notes Anchor Charts (On page 10, there is a plot/climax/conflict/resolution anchor chart.) | |
| Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?) Day 1- Students will listen to chapter 7 being read aloud. Students should take the time to understand the plot and that the climax of a story is when the conflict occurs. The term "conflict" should be explained and how it is connected to why Wilbur is so upset. After some discussion, students should complete the DIT and write a letter to Mr. Zuckerman explaining why Wilbur's life should be saved. CW-Ch.7 Letter to Mr. Zuckerman | | | |

Day 2-Students will listen to chapter 8 being read aloud. Today's discussion should be around the birth of the goslings which we originally read about in chapter 6. Now that all the families know about the 7 baby goslings being born, encourage students to give them names and make a baby card welcoming them into the world!

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Daily Instructional Task
- Key Questions from both chapters
- Student letter to Mr. Zuckerman
- Discussion about the goslings birth/rationale as to the names they give the goslings
- Use of novel vocabulary in class discussions.

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- For the persuasive letter to Mr. Zuckerman, students can dictate the letter, draw pictures or use the Read, Write Toolbar (purple puzzle piece) to help them create their letters.

Possible Misconceptions:

- Students might not know the difference between goose, geese, gander, and goslings. You might want to recap the terms to make sure students understand.

Teacher Notes:

- Chapter 7 really is the height of the plot because the conflict of what will happen to Wilbur is finally revealed. Conflict can be defined as a condition in which a person or in this case, an animal experiences a clash of opposing wishes or needs. Really, all students have to understand is that conflict is a very big problem. Mr. Zuckerman has a farm to run and ultimately sell or eat his animals, and Wilbur is a young pig who wants to survive. This is a sensitive topic but one that can be handled through reflective discussion about why farms are so important to families around the world.

| Lesson 5 | | | |
|--|-----------------------|---|-----------------------|
| Grade: 3rd | Unit: Charlotte's Web | Lesson Title: Ch. 9 & 10 | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning to read fluently aloud, with expression. | | <ul style="list-style-type: none"> I can perform and participate in a reader's theater about Charlotte's Web. | |
| NJSL Standards | | | |
| SL.PI.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. RL.CL.3.2-Recount in oral and written form key details from a text and explain how they support the theme. | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> Do you think Avery's accident was a good thing or bad thing for the barn? What clues do you see that Charlotte is a good friend to Wilbur? | | Daily Instructional Tasks: Day 1 & 2 <ul style="list-style-type: none"> Reader's Theater Script for Charlotte's Web based on chapter 10-An Explosion CW-Ch. 9 & 10 Reader's Theatre <i>TWR Goal-Using conjunctions- "because," "but," and "so."</i> Charlotte's Web (Because. but, so) | |
| Vocabulary: Ch.10 <ul style="list-style-type: none"> sedentary Ch. 11 <ul style="list-style-type: none"> possessions | | Learning Resources/Materials: <ul style="list-style-type: none"> Novel Highlighters Reader's Theater Script Post it notes | |
| Learning Procedures:Day 1 & 2- Students will listen to chapter 9 & 10 be read aloud. After the reading of chapter 10, introduce students to the reader's theater script that is attached. Explain that sometimes it can be fun to pretend that they are the characters in the book and read parts out loud. Students will be assigned a role and should be given a highlighter to note each time they are to speak. There are also directions in parenthesis that they do not read aloud, but will help give them an idea of how they should speak the line aloud. CW-Ch. 9 & 10 Reader's Theatre . This script should take at least two days to read and practice. The "performance" can occur once the novel is completed, or at the end of this lesson if everyone is prepared. Either way it is meant to be practiced aloud so that students can gain confidence in reading out loud and for fluency. | | | |
| Learning Assessments: (How will teachers monitor student learning throughout the lesson?) <ul style="list-style-type: none"> Listening for active participation | | | |

- Expression and fluency

Differentiation:

- Students can choral read a part as The Barn Animals
- Students can draw pictures of the explosion to add to the Reader's Theatre.

Possible Misconceptions:

- Make sure students know that anything in parenthesis is just a direction, they do not read that aloud.

Teacher Notes:

- The reader's theater script can be introduced through the duration of the lesson and practice independently over a series of weeks. Students can be assigned a part and just continue to practice independently until the novel is over and then have a "theater day" when the entire script is read aloud. Either way the goal is for the students to have fun and it gives everyone the opportunity to practice fluent reading aloud. There are very small parts and choral parts that can be read together as well as bigger parts for the more confident readers to enjoy.

| Lesson 6 | | | |
|---|------------------------------|---|------------------------------|
| Grade: 3rd | Unit: Charlotte's Web | Lesson Title: Ch. 11 & 12 | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning to answer key questions to help understand the story. I am learning to play Kahoot! to compete alongside my peers-competition style. I am learning to create my own spider web with a message. | | <ul style="list-style-type: none"> I can answer key questions based on the novel and through playing Kahoot! I can make my own spider web with a message like Charlotte spun in her web. | |
| NJSL Standards | | | |
| <p>SL.PE.3.1-Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>RL.CI.3.2-Recount in oral and written form key details from a text and explain how they support the theme in literary texts.</p> <p>SL.UM.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> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> Why did Mr. Zuckerman immediately assume he had no ordinary pig when clearly a spider made an amazing message in the web? Do you think Charlotte's plan will actually work and save Wilbur's life? How is it going so far? | | Daily Instructional Tasks: <p>Day 1</p> <ul style="list-style-type: none"> Make your own spider web! CW-Ch.11 Create your own web <p>Day 2</p> <ul style="list-style-type: none"> Kahoot! Game CW-Kahoot! <p><i>TWR Goal-Expanding Sentences using question words.</i> Expanding Sentences-TWR: Charlotte's Web</p> | |
| Vocabulary Ch.11 <ul style="list-style-type: none"> gullible Ch. 12 <ul style="list-style-type: none"> idiosyncrasy | | Learning Resources/Materials: <ul style="list-style-type: none"> Kahoot! (accessed through Clever) Novel Reader's Notebook Dry spaghetti & construction paper | |
| Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?) | | | |
| <p>Day 1-Students read and or listen to chapter 12 being read aloud. This is an exciting chapter for readers because we finally see what Charlotte has done for Wilbur and the story shifts to how he is very special. Discuss with students the key questions posed and have a class discussion about all the possibilities that the creation of the web will now bring to the farm. When finished, have students create a basic spider web. This can be done via the suggestion page or just with pencil and crayons.</p> | | | |

[CW-Ch.11 Create your own web](#)

Day 2-Students read and or listen to chapter 12 being read aloud. This is basically the halfway point of the novel and a fun time to review and play Kahoot! (see teacher's note if you are unfamiliar) [CW-Kahoot!](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- The Kahoot! game can actually show you how many students got the answers correct. However, sometimes students are reacting quickly so it really is up to you to know your students' well. Is it a reading issue, or a comprehension issue. To be sure, the Kahoot! Students will have ample time to answer the questions. Students still get a higher score for answering fast, but no one should run out of time.
- Teachers should be listening to group discussions during and after each chapter read and leading with questions about what happened.
- Having each student explain what message they left in the spider web.

Differentiation:

- Students can work as teams for the Kahoot! game.
- Students can work together to create a spider web
- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension

Possible Misconceptions:

- Making sure students know although spiders have amazing capabilities spinning various webs, this is a story of fiction. Spiders don't spin webs with words inside them.

Teacher Notes:

- Kahoot! can be accessed by logging on to Clever. It is found in the student portal. You also may be able just to play with the link I have included. With a large group of students the best way to play is if you show the game on a SmartBoard, students and or team working together need a laptop/chromebook and will go to <https://kahoot.it/> From there they will click join with the code that will be on the Smartboard. It is easy to play, and scores will automatically be kept. Later, if you wish, you can go in and see how students did question by question.

| Lesson 7 | | | |
|--|-----------------------|---|-----------------------|
| Grade: 3rd | Unit: Charlotte's Web | Lesson Title: ch. 13 & 15 (ch. 14 omitted) | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning to read the text for a deeper meaning. I am learning new domain-specific words from the novel. I am learning the difference between fact and someone's opinion | | <ul style="list-style-type: none"> I can read the text closely to determine what the vocabulary words mean I can utilize new vocabulary to make it meaningful to me. I can determine whether a sentence is a fact or someone's opinion I can write a fact and opinion statement | |
| NJSL Standards | | | |
| <p>L.KL.3.1-Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.KL.3.1A.-Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>R.F.3.4-Read with sufficient accuracy and fluency to support comprehension.</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> When Templeton came back with words like "crispy" and "pre-shrunk" she immediately said no. Why was Charlotte adamant that the right word must be created on the web? Why was Charlotte cheering herself on while making the web? Was this helping her or distracting her? Why or why not? Why did Charlotte not want to go with Wilbur to the County Fair? If you were Mr. Zuckerman, would you want to show off Wilbur to everyone? | | Daily Instructional Tasks: <p>Day 1</p> <ul style="list-style-type: none"> For the second time creating a word web, Charlotte spun the word "radiant". Look up the word in the dictionary, draw a picture of something or someone acting or looking radiant and then use radiant in a new original sentence. <p>Day 2</p> <ul style="list-style-type: none"> Complete the fact and opinion worksheet about "Charlotte's Web". Once completed in teams, come up with 2 facts and 2 opinion sentences. (Can be about Charlotte's Web or anything else that students want to write about) CW-Ch.15 Fact or Opinion <p><i>TWR Goal-Using subordinating conjunctions- "before," "after," "when," and "if."</i> Charlotte's Web (Before, After, When, If)</p> | |
| Vocabulary: Ch.13 <ul style="list-style-type: none"> radiant Ch. 15 <ul style="list-style-type: none"> versatile | | Learning Resources/Materials: <ul style="list-style-type: none"> Novel Reader's Notebook Pencils, sticky notes https://clever.discoveryeducation.com/learn/player/19094687-4afe-4928-931c-343eeadb6f2e | |

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1- Read aloud chapter 13. Ask students guiding questions as listed above. When finished reading, have students work in their reader's notebook. The term "radiant" is the word Charlotte most recently wove into the spider web. Have students discuss whether or not this word applies to Wilbur's personality and then for the DIT have students look up the word in the dictionary, draw a picture of something or someone acting or looking radiant and then use radiant in a new original sentence.

Day 2- Read aloud chapter 15. Have a class discussion about what happened. Then start a mini-lesson on fact and opinion making sure students understand the difference between the two. Then in groups, have students read sentences based on Charlotte's web to see if they can determine whether the statement is a fact or someone's opinion. [CW-Ch.15 Fact or Opinion](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- When students are completing their DIT, monitoring how they use the word "radiant" in an original sentence. What are the discussion and drawings like as well will make it apparent whether or not students are understanding the term.
- Can students make their own fact and opinion statements about Charlotte's Web?

Differentiation:

- Put vocabulary words in easy sentences that students can relate to.
- When reviewing fact vs. opinion, stick to topics students enjoy and are familiar with to help with the process.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension

Possible Misconceptions:

- Confusing fact vs. opinion
- Vocabulary difficulties-review by putting the words in easy to understand sentences, and pointing out how they are used in the story.

Teacher Notes:

- Chapter 14 has been omitted due to time constraints and the fact that although it is an interesting chapter, however students do not need to read it to continue following the story.
- Hopefully fact and opinion are not new concepts to the students but if it seems the majority of students need a lot of help, there are dozens of worksheets available as well as videos like this one. <https://clever.discoveryeducation.com/learn/player/19094687-4afe-4928-931c-343eeadb6f2e>(*Note-You must be logged into Clever to properly access)

| Lesson 8 | | | |
|--|------------------------------|--|------------------------------|
| Grade: 3rd | Unit: Charlotte's Web | Lesson Title: Ch. 16 & 17 | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning to read the text and understand quotations are marks around the speaker's exact words. I am learning to identify and use commas and quotation marks in dialogue. I am learning to distinguish words from the story to determine which character said what. | | <ul style="list-style-type: none"> I can identify quotation marks in a sentence and understand that it is the speaker talking. I can identify which speaker is saying certain words or phrases. I can write my own dialogue sentences using quotation marks around the speaker's words. | |
| NJSL Standards | | | |
| <p>L.WF.3.3F-Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).</p> <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> Is it a good or bad idea to have Templeton go with Charlotte and Wilbur to the County Fair? What describing words did the Sheep use to convince Templeton that a fair is a "rat's paradise?" Who do you think is the better pig? Wilbur or Uncle? What did Charlotte have to say about Uncle's personality? Do you agree? | | <p>Day 1</p> <ul style="list-style-type: none"> Complete the quotables page. Distinguish between the characters to determine who is saying what CW-Ch.16/17-Quotes. <p>Day 2</p> <ul style="list-style-type: none"> Quotation Scavenger Hunt-Using chapters 16 and 17, have each student find and write 3 quotations from the story. If time reminds, have the students write their own quotations. <p><i>TWR Goal-Using appositives to make writing more interesting.</i> Appositive Matching Activity-TWR-Charlotte's Web</p> | |
| Vocabulary: | | Learning Resources/Materials: | |
| <p>Ch.16</p> <ul style="list-style-type: none"> buttermilk, bewitched <p>Ch. 17</p> <ul style="list-style-type: none"> pickpocket | | <ul style="list-style-type: none"> Novel, sticky notes, reader's notebook, pencil, poster paper (if displaying the quotations). | |

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

Students will be introduced to quotation marks and why they are essential to a story like Charlotte's Web. Each chapter provides several examples of quotation marks and how they are placed around the speaker's exact words. As you are reading chapter 16 and 17, point out quotations from the story. Pass out the quotables sheet and have students work with a partner to determine which character said what. This will help with both comprehension and learning how the placement of quotations work.

Day 2-

After reading or reviewing chapter 17, have students complete the DIT in scavenger hunt fashion. Finding as many quotations as they can. This can be a friendly competition, and also to see how well they can write quotations correctly. Students can write their own as well.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Students should be able to identify what a quotation mark is and how it should be used correctly in a sentence. Students should be able to explain that quotations in a story go around the speaker's exact words. Students should be able to score 85% higher on the quotations sheet.

Differentiation:

- Start with easy to read sentences that aren't too long for quotations. (p.137- "Isn't it hot?" said Mrs. Zuckerman.)
- Break chapter up in chunks.
- For scavenger hunt pair students with different leveled abilities for greater success

Possible Misconceptions:

- Learning the placement of the quotation marks. It gets confusing around punctuation.
- Students have to understand that quotations go around the speaker's words but that also includes the end marks. ex-**"Isn't it hot?" said Mrs. Zuckerman.** *Note that the said Mrs. Zuckerman does not get quotes because it is just who said it, only her exact words get the quotation marks.*

Teacher Notes:

- As the chapter comes closer to end, more emphasis needs to be placed on the TWR goals and strategies. Depending on your timeline, if you feel like you need to take out the DIT that is in the lesson plan and replace it with TWR activities, that is okay. The goal for student writing is to get to the end of the novel and be able to work on TWR activities to complete both a single paragraph outline as well as successfully write a paragraph.

| Lesson 9 | | | |
|--|------------------------------|--|------------------------------|
| Grade: 3rd | Unit: Charlotte's Web | Lesson Title: Ch. 18 & 19 | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning to read fluently and accurately while gaining understanding of what is happening in the story. I am learning to make connections between what the character says and does based on the text. I am learning why an egg sac is so important to Charlotte and how they work. I am learning to form an opinion about characters like Templeton, Charlotte, and Wilbur and plan to write my thoughts about it. I am learning what a single paragraph outline is. | | <ul style="list-style-type: none"> I can read parts of Charlotte's Web to myself and aloud. I can understand the story by responding to questions aloud or in my reader's notebook. I can state my opinion about how I feel about the characters in the book using information from the story and my own personal feelings in a group or with a partner. I can explain the different parts of a single paragraph outline and how they all go together. | |
| NJSL Standards | | | |
| <p>L.R.F. 3.4-Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI.CR.3.1-Ask and answer and make relevant connections to demonstrate understanding of an informative text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RI.IT.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.</p> <p>RI.PP.3.5-Distinguish their own point of view from that of the author of a text.</p> <p>W.RW.3.7-Engage in independent and task based writing in both short and extended periods of time and shorter time frames for a range of discipline-specific tasks, purposes and audiences, producing written work routinely.</p> <p>SL.PE.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> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> Do you think the word "humble" was the right choice for Charlotte's last web about Wilbur? Why or why not? Describe the egg sac's features. Why did Charlotte consider that her "magnum opus"? How do you know that Templeton had a "great night?" Why were the Zuckermans and the Arabes so excited to hear the announcement about coming to the grandstand? | | Daily Instructional Tasks: Day 1 and 2 <ul style="list-style-type: none"> Have students answer one of the key questions posed in their notebooks for both day 1 and day 2. Pair students together who selected a different question and share answers in a discussion. TWR Goal-Introducing and understanding the single paragraph outline(SPO) for writing.(show slides provided so that there is plenty of time to get students familiar or reacquainted with this concept. SPO-TWR Charlotte's Web) | |

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|---|---|
| <p>Vocabulary:</p> <p>Ch.18</p> <ul style="list-style-type: none"> • schemer, garrulous, humble <p>Ch. 19</p> <ul style="list-style-type: none"> • magnum opus, languishing | <p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> • Novel • Reader's Notebook • Pencils, sticky notes • TWR Slides on SPO |
| <p>Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)</p> <p>Day 1</p> <p>Students will be reading both chapter 18 and 19 as the story is slowly coming to its climatic end. For those who are able, have them buddy read several pages with a partner to increase fluency and understanding. (possibly show or review how when readers read, they have to be asking themselves, does this sound right, am I understanding what is happening, etc) Students should start to fully understand what Charlotte has done for Wilbur to save his life and now it is becoming evident that he will not be killed as the family gets ready to accept an award on his behalf. Have students work on their DIT questions independently and then together with a partner for a discussion.</p> <p>Day 2</p> <p>Save time to go over or introduce the single paragraph outline process. Hopefully by now students are aware of the TWR process but if not or if they need a review, this is important before finishing the novel. Show students the slides and or anchor charts so that they can start thinking about this process in the final lessons and unit of the book. SPO-TWR Charlotte's Web</p> | |
| <p>Learning Assessments: (How will teachers monitor student learning throughout the lesson?)</p> <ul style="list-style-type: none"> • Looking at student work and student conversations. Are students understanding the novel and providing key details in their answers either verbally or in written form. Are the discussions student led vs. just teacher run? • Are students able to explain what a single paragraph outline is in their own words? • Understand the difference between supporting details, topic, and closing sentences? • Are able to participate and complete the teacher model from the slides successfully? • Read and understand the paragraph models and why they fit the SPO outline correctly. | |
| <p>Differentiation:</p> <ul style="list-style-type: none"> • Students can make a pro and con list about Templeton from what they know about him so far. • In a small group, read the exemplars and have students discuss the different parts of the outline and then the paragraph. • For students who are struggling, complete one of the DIT questions in a small group together. | <p>Possible Misconceptions:</p> <ul style="list-style-type: none"> • As Charlotte said herself in the novel, the word "humble" does have multiple meanings. Take the time to discuss how Wilbur fits or does not fit the meanings of that word. |
| <p>Teacher Notes:</p> <ul style="list-style-type: none"> • Depending on when you are teaching this unit students might have varying levels of awareness of the TWR process. Give ample time to show the slides and the exemplars so students know what they have to do. The first example provided is about Templeton. If you want to stop the slides on this lesson until you read what Templeton does in chapter 21 "The Last Day" that is okay. It's just important that students have enough time to understand how this process works. • Reminder-A male goose is called a gander. A baby goose is called a gosling. | |

Lesson 10

| | | | |
|-------------------|--------------------------------|--|--------------------------------|
| Grade: 3rd | Unit: “Charlotte’s Web” | Lesson Title: Chapter 20 & 21 | Instructional Days: 2-3 |
|-------------------|--------------------------------|--|--------------------------------|

| Learning Intentions | Success Criteria |
|---|--|
| <ul style="list-style-type: none"> I am learning the importance of friendship and what friends will do for each other. I am learning to draft a SPO outline with a topic sentence, supporting details and a conclusion sentence. I am learning to take a SPO draft and form those ideas into a final, completed paragraph about Charlotte and Wilbur’s friendship. | <ul style="list-style-type: none"> Based on the story I read, I can form my own opinions about the importance of friendship. I can write ideas and phrases to include in our single paragraph outline. I can write complete sentences which will become a paragraph based on our SPO about Wilbur and Charlotte’s special friendship. |

NJSLS Standards

- RI.PP.3.5 Distinguish their own point of view from that of the author of a text.
- RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- RL.PP.3.5 Distinguish their own point of view from that of the narrator or those of the characters.
- W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Key Instructional Practices

| Key Teacher Questions Posed During the Lesson: | Daily Instructional Tasks: |
|--|--|
| <p>Day 1</p> <ul style="list-style-type: none"> Why do you think the author called this chapter “The Hour of Triumph”? What would you have named it? How did Templeton “revive” Wilbur and save the day at the award presentation? Why was this Mr. Zuckerman’s greatest moment in his life? What has been your greatest moment so far in your life? <p>Day 2</p> <ul style="list-style-type: none"> What solemn promise did Wilbur make to Templeton? If you were Wilbur would you have made the same deal? <p>Vocabulary:</p> <p>Ch.20</p> <ul style="list-style-type: none"> phenomenon, triumph <p>Ch. 21</p> <ul style="list-style-type: none"> balloonist | <p>Day 1</p> <ul style="list-style-type: none"> Think about the following question: Do you think Templeton should be considered a hero in the novel Charlotte’s Web? Why or why not? Have each student read exemplars provided In order to understand this, students need to be familiar with how the single paragraph outline works. Take the time to teach or review this process via TWR. SPO-TWR Charlotte's Web <p>Day 2/3</p> <ul style="list-style-type: none"> Students should start their own independent work on the final SPO- Ask students to write a paragraph explaining how Wilbur and Charlotte were important friends to each other throughout the story. Think about all the times that the friends have helped each other. Use the SPO to help plan and start writing the final paragraph. Final SPO Charlotte's Web |

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| | | <p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> • SPO-TWR Charlotte's Web • Final SPO Charlotte's Web • Rubrics-3rd Grade Scoring Rubric for "Charlotte's Web" Single Paragraph 3rd Grade NPS Rubrics.pdf |
| <p>Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)</p> <p>Day 1 & 2</p> <p>Students will listen or read chapters 20 & 21. Show students the TWR slides on how single paragraph outlines work with a question about Templeton as an example. Go through the slides together. SPO-TWR Charlotte's Web</p> <p>When reviewed/completed students will start working on the final DIT-which is planning an outline for and drafting a paragraph response to the question-how Wilbur and Charlotte were important friends to each other throughout the story. Allow students time to collaborate and plan their responses. First they need to create a topic sentence, then supporting details and finally a conclusion sentence. Once they have the outline, the writing of the paragraph based on this outline should occur. This might take anywhere from 1-3 days. Final SPO Charlotte's Web</p> | | |
| <p>Learning Assessments: (How will teachers monitor student learning throughout the lesson?)</p> <ul style="list-style-type: none"> • Can the students create their own SPO that has a topic sentence, 3 or 4 supporting details and a conclusion sentence about Wilbur and Charlotte's friendship. • Student work based on the 3rd grade scoring rubric | | |
| <p>Differentiation:</p> <ul style="list-style-type: none"> • Students can use dictation like the read write toolbar feature in Google to help them plan and write their SPO. • Instead of 3 or 4 supporting details, have students create only two. | <p>Possible Misconceptions:</p> <ul style="list-style-type: none"> • Remind students that this is a fictional story. Although death is very real, these are character's made up in the author's imagination. | |
| <p>Teacher Notes:</p> <ul style="list-style-type: none"> • These are by far the two more emotional and climatic chapters in the book as the story is coming to an end. Students need to pay careful attention to what Wilbur decided to do for Charlotte and how he needs Templeton to assist him. In chapter 21 Charlotte dies but not before Wilbur saves her egg sac. This is sometimes a very emotional chapter for students to read or listen to. Allow time for questions or personal reflections after the readings. | | |

| Lesson 11 | | | |
|---|------------------------------|--|--------------------------------|
| Grade: 3rd | Unit: Charlotte's Web | Lesson Title: Ch.22 | Instructional Days:1- 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning to share my writing aloud and listen to feedback about my work. I am learning about the resolution at the end of the novel "Charlotte's Web." I am learning to read and select work from a choice board. | | <ul style="list-style-type: none"> I can share my writing aloud to my classmates and listen to constructive feedback about my work. I can determine what happened at the end of Charlotte's Web and identify the resolution of the story. I can read and select various activities to do from a Charlotte's Web inspired choice board. | |
| NJSL Standards | | | |
| <p>L.RF.3.4-Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.PI.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.</p> <p>RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> Describe Wilbur's "homecoming". Was he feeling comfortable or still afraid to die? Why did Templeton visit Wilbur 3 times a day? Why did Wilbur's emotions change so quickly after Charlotte's children were born? Just when Wilbur couldn't get any sadder, a miracle happened again. Who did he meet? Do you like the names Wilbur gave the 3 spiders that stayed in the barn? What names would you have given them if you had a chance to do the naming? The story ended on both a sad and happy note. What was the resolution of the story? Did it happen right away or over time? | | Daily Instructional Tasks: <ul style="list-style-type: none"> Students will finish writing their final task and then an Author's Chair should occur. Allow whomever wants to to read their writing aloud. Then offer first positive feedback and questions. If you think constructive feedback is also needed, offer some "grow" suggestions from either you or the students as well. Charlotte's Web Choice Board. Depending on time and if students are working independently or in a team, have each student select a certain amount of activities to work on to wrap up the unit. CW-End of the Unit-Choice Board | |
| Vocabulary: Ch. 22 <ul style="list-style-type: none"> loyal | | Learning Resources/Materials: <ul style="list-style-type: none"> Novel Choice Board Materials for questions-construction paper, highlighters | |

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)
Students will now have a chance to showcase their work on the Author's Chair and read their paragraphs about Wilbur and Charlotte's friendship. Students should be ready to go on the chair with a finalized piece of work that has been through the entire writing process. From there, teacher(s) and peers should ask questions and provide positive feedback.

Depending on how many students are sharing, the Charlotte's Web Choice Board should be the last activity for the novel. Here students can work individually or with teams to work on various skills and activities showcasing the story. Students should really make the choice of what they want so their interest remains strong.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Both students sharing and listening should be assessed on their participation throughout the writing process but in particular how they acted during the author's chair. Were students respectful listeners? Were the questions and comments thoughtful to both the reading and the content that was written? Was constructive feedback given to help the writer for next time, etc.

Differentiation:

- Students can read parts of the writing if they are not comfortable reading the entire piece aloud.
- Students can work in teams for the choice boards.

Possible Misconceptions:

- Make sure students understand the resolution at the end of the story is two fold-both Charlotte and Wilbur were outstanding friends to one another and both Wilbur and Charlotte's legacy lives on at the farm. Wilbur because he is Zuckerman's famous pig and Charlotte because of the saving of her egg sac.

Teacher Notes:

- The choice board is supposed to be a fun final activity. If time is tight, you can always vote/pick one to do with the entire class, or assign as optional homework.

Grade 3: Unit 11 - Weather Unit

| Unit Summary: (Overall learning of the unit) | | | | | |
|---|---|--|--|--|--|
| Unit Title: Weather | | Content Area: ELA | | Grade Level: 3 | |
| <p>Unit Description: In this four week unit, students read and analyze a fable, a short story, poems, and informational texts that are about weather. Students have multiple opportunities to write in response to each text, to compose comparative compositions, and to demonstrate comprehension on multiple choice and open ended assessments.</p> | | | | | |
| <p>Essential Question (s): (Critical driving questions of the unit that promote inquiry and discovery of the content)</p> | | | <p>Enduring Understanding (s): (Synthesize how this connects to prior/future learning, what they should understand, <i>not</i> what they are doing)</p> | | |
| <ul style="list-style-type: none"> • How does the genre of a text influence the way information about weather is presented and understood? • How do authors use weather as symbolism or metaphor in different texts, and how does our personal experience with weather influence our understanding and interpretation of these texts? | | | <ul style="list-style-type: none"> • This unit provides students with opportunities to develop their reading, analysis, and writing skills within the theme of weather. It connects to prior learning in science and geography, while also setting a foundation for future literary exploration. • Students should understand the features and elements of various literary genres, demonstrate comprehension of the texts through writing, and apply their prior literary knowledge to analyze weather-related information. | | |
| Unit Vocabulary | | | | | |
| <p>Lessons 1-3 Tsunami Forces Displacement Triggered Meteorite Velocity Crests Shallow Receding Sea Level</p> | <p>Lessons 4-6 Companions Gathering Rushes Roar Icicle Symphony Sparkling Trees Mesmerized</p> | <p>Lessons 7-9 Descend Hunched Scowled Mosaic Dappled Czar Drafty</p> | <p>Lessons 10-13 Din Comforts Souls</p> | <p>Lesson 14-17 North Wind Sun Dispute Succeeds Force Cloak Gust Clouds Cirrus Stratus Rain Shade Water Vapor Cumulus Gravity</p> | |

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|--|---|---|-------------|--|
| | | | Snow Fog | |
| Focus Standards | | | | |
| <ul style="list-style-type: none"> ● L.RF.3.3. ● L.RF.3.4. ● L.VL.3.2.A ● SL.PE.3.1.A. ● SL.PE.3.1.B ● SL.PE.3.1.C ● SL.PE.3.1.D | <ul style="list-style-type: none"> ● RI.CR.3.1. ● RI.CI.3.2. ● RI.MF.3.6. ● RI.TS.3.4. ● RI.PP.3.5 ● RL.PP.3.5 ● RL.CR.3.1 ● RL.CI.3.2 ● RL.TS.3.4 ● RL.PP.3.5. ● RL.MF.3.6. ● RL.IT.3.3. | <ul style="list-style-type: none"> ● W.IW.3.2.B ● W.RW.3.7 ● W.AW.3.1.A. | | |
| Assessments | | | | |
| <ul style="list-style-type: none"> ● Daily Instructional Tasks ● Teacher-created tests ● Student Reflections ● Essays <ul style="list-style-type: none"> ○ Lesson 13 (Portfolio Artifact) | <ul style="list-style-type: none"> ● Culminating Tasks ● Summative Assessments ● Extended Learning Tasks ● Performance Tasks | <ul style="list-style-type: none"> ● Exhibitions ● Demonstrations ● Portfolios ● Journals/Notebooks | | |
| Integration of 21st Century Skills | Integration of Technology | Resources | | |
| <ul style="list-style-type: none"> ● 9.4.2.CI.1 ● 9.4.2.IML.1 ● 9.4.2.IML.2 | <ul style="list-style-type: none"> ● Google Docs ● Google Slides ● Audio ● Videos | <p>Texts:</p> <ul style="list-style-type: none"> ● <i>All About Tsunamis</i> from Tsunami Weather Wiz Kids ● <i>Tsunami</i> by John Arno Lawson ● <i>The Icicle Symphony</i> by Julia Gousseva ● <i>White Noise</i> by Barbara Vance ● <i>The North Wind and the Sun</i> by Horace B. Scudder ● <i>Sun</i> by Valerie Worth ● <i>What Are Clouds?</i> by NASA ● <i>Clouds</i> by Christina Rossetti ● <i>Clouds</i> by Aileen Fisher <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Sentence-Expansion-3-Question-Words ● Partner Read | | |

- [Parts of Speech](#)
- [Synonyms](#)
- Curriculum Resources
- TWR Resources

Summary of Key Learning

[Lesson 1:](#)

Learning Intention:

- I am learning about tsunamis.
- I am learning how to collaborate with a partner to discuss and summarize what the text is mainly about.

Success Criteria:

- I can discuss and summarize key facts about tsunamis.
- I can collaborate with a partner to summarize the article.
- I can use GIST to summarize the article.

Instructional Routines:

- Partner Read (L.RF.3.3, L.RF.3.4., SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D) Daily Instructional Task: Get the Gist (RI.CR.3.1., RI.MF.3.6. W.IW.3.2.B)

[Lesson 2:](#)

Learning Intention:

- I am learning about tsunamis.
- I am learning about key terms: forces, displacement, triggered, meteorite, velocity, crests, shallow, sea level.
- I can write and use the key terms correctly in a sentence.
- I am learning to use text evidence to answer questions.

Success Criteria:

- I can define the key terms: forces, displacement, triggered, meteorite, velocity, crests, shallow, sea level.
- I can identify the parts of speech and synonyms for key terms: forces, displacement, triggered, meteorite, velocity, crests, shallow, sea level.
- I can answer questions using information from the text.

Instructional Routines:

- Partner Read (L.RF.3.3, (L.RF.3.4, SL.PE.3.1.A , SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D) Daily Instructional Task: Vocabulary Chart (L.VL.3.2.A, RI.TS.3.4) Vocabulary Writing (W.RW.3.7), It Says, I Say, and So Chart (RI.CR.3.1, RI.TS.3.4, RI.PP.3.5, RI.MF.3.6)

[Lesson 3:](#)

Learning Intention:

- I am learning about tsunamis.
- I am learning to recall information from the text to answer questions.

Success Criteria:

- I can answer questions based on the text.
- I can complete the given assessment.

Instructional Routines:

- Read Aloud (L.RF.3.3, L.RF.3.4, SL.PE.3.1.A, SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D), Daily Instructional Task: All About Tsunamis Test (RI.CR.3.1, RI.CI.3.2, RI.TS.3.4)

[Lesson 4:](#)

Learning Intention:

- I am learning about tsunamis.
- I am learning about key terms: companions, gatherings, rushes, roar.
- I can write and use key terms correctly in a sentence.
- I am learning to form an opinion.
- I am learning to analyze poems.

Success Criteria:

- I can define key terms: companions, gatherings, rushes, roar.
- I can identify the part of speech and synonym for key terms: companions, gatherings, rushes, roar.
- I can write about the feelings I have when reading the poem *Tsunami*.
- I can interpret what lines of a poem mean by analyzing the text.

Instructional Routines:

[Lesson 5:](#)

Learning Intention:

- I am learning about tsunamis.
- I am learning to recall information from the text to answer questions.

Success Criteria:

- I can answer questions based on the text.
- I can complete the given assessment.

Instructional Routines:

- Read Aloud (L.RF.3.3, L.RF.3.4, SL.PE.3.1.A , SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D), Daily Instructional Task: Tsunami Test (RL.CR.3.1, RL.CI.3.2, RL.TS.3.4)

[Lesson 6:](#)

Learning Intention:

- I am learning to make predictions about the text.
- I am learning to summarize the text.

Success Criteria:

- I can use the five key words to predict the theme of the story.
- I can use the five key words to write a paragraph and summarize the text.
- I can complete the story map for as I read *The Icicle Symphony*.

Instructional Routines:

- Theme Prediction (W.RW.3.7.), Partner Read (L.RF.3.3, L.RF.3.4), Daily Instructional Task: Story Map (RL.CR.3.1, RL.CI.3.2, RL.TS.3.4) Quick Write (W.AW.3.1.A, W.RW.3.7)

| | | |
|---|--|---|
| <ul style="list-style-type: none"> ● Read Aloud (L.RF.3.3, L.RF.3.4, SL.PE.3.1.A, SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D), Partner Read (L.RF.3.4, SL.PE.3.1.A, SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D), Daily Instructional Task: Quick Write (W.AW.3.1.A, W.RW.3.7, RL.PP.3.5), Vocabulary Chart (L.VL.3.2.A, RL.TS.3.4), Vocabulary Writing (W.RW.3.7), SSP Chart (RL.CR.3.1), It Says, I Say, and So Chart (RL.CR.3.1, RL.TS.3.4, RL.PP.3.5, RL.MF.3.6, L.VL.3.2.) | | |
| <p><u>Lesson 7:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to identify the main character's feelings at different parts of the story. ● I am learning to use text evidence and my own knowledge to answer questions. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify Marina's feelings at different parts of the story. ● I can use text evidence and my own knowledge to answer questions. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Partner Read (L.RF.3.3, L.RF.3.4, SL.PE.3.1.A, SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D), Daily Instructional Task: Feelings Chart (RL.CR.3.1, RL.IT.3.3, RL.TS.3.4, RL.MF.3.6.), It Says, I Say, and So Chart (RL.CR.3.1, RL.CI.3.2, RL.TS.3.4, L.VL.3.2.) | <p><u>Lesson 8:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning about key terms: <u>drafty, descend, hunched, scowl, mosaic, Czar, dappled, mesmerized.</u> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can define key terms: <u>drafty, descend, hunched, scowl, mosaic, Czar, dappled, mesmerized.</u> ● I can identify the part of speech and synonym for key terms: <u>drafty, descend, hunched, scowl, mosaic, Czar, dappled, mesmerized.</u> ● I can use and write the key terms correctly in a sentence. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Daily Instructional Task: Vocabulary Chart (L.VL.3.2.A, RL.TS.3.4), Vocabulary Writing (W.RW.3.7) | <p><u>Lesson 9:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to identify the main character's feelings at different parts of the story. ● I am learning to use text evidence and my own knowledge to answer questions. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify the main character's feelings at different parts of the story. ● I can answer questions based on the text. ● I can complete the given assessment. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Read Aloud (L.RF.3.3, L.RF.3.4, SL.PE.3.1.A, SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D), Daily Instructional Task: The Icicle Symphony Test (RL.CR.3.1, RL.CI.3.2, RL.TS.3.4) |
| <p><u>Lesson 10:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to ask and answer questions about the poem "White Noise". ● I am learning to understand descriptive language and create synonyms. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can read and comprehend the poem "White Noise" by Barbara Vance. ● I can ask meaningful questions about the poem. ● I can identify synonyms for the words "din," "white noise," "comforts," and "soul." <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Guided questions, Model Critical Thinking, Group/Partner read ((L.RF.3.3, L.RF.3.4, SL.PE.3.1.A, SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D), Daily Instructional task: Answer text dependent questions RL.CR.3.1. <ul style="list-style-type: none"> ● Word match L.VL.3.2 | <p><u>Lesson 11:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning how to identify and analyze rhyming words in a poem. ● I am learning how to determine the speaker of each stanza in a poem. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify the rhyming words in a poem. ● I can identify the speaker of each stanza using evidence from the poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Group/Partner read(L.RF.3.3, L.RF.3.4, SL.PE.3.1.A, SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D), Daily Instructional task (RL.TS.3.4, RL.TS.3.4, RL.CI.3.2, RL.CR.3.1), . | <p><u>Lesson 12:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to use graphic organizers to write an essay comparing descriptions of winter in the texts "The Icicle Symphony" and "White Noise". ● I am learning how to write an essay using my opinion and text evidence. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can fill out the text comparison graphic organizer with appropriate details from 'The Icicle Symphony' and 'White Noise'. ● I can use the information in my graphic organizer to the essay writing organizer accurately, ensuring that I have included an introduction, two body paragraphs, a comparison paragraph, and a conclusion. ● I can write an essay in which I clearly state my opinion, provide supporting details from both texts, compare the descriptions of winter in the texts, and summarize my opinion and evidence. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Group/Partner read (L.RF.3.3, L.RF.3.4, SL.PE.3.1.A, SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D), Daily |

| | | |
|--|---|---|
| <ul style="list-style-type: none"> ● Synonym/ Text Chart RI.MF.3.6., . | | <p>Instructional task(W.AW.3.1.W.IW.3.2. W.WP.3.4, RL.CT.3.8),</p> |
| <p><u>Lesson 13:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning how to write an essay using my opinion and text evidence. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can write an essay in which I clearly state my opinion, provide supporting details from both texts, compare the descriptions of winter in the texts, and summarize my opinion and evidence. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Group/Partner read(L.RF.3.3, L.RF.3.4, SL.PE.3.1.A , SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D), Daily Instructional task(W.AW.3.1.), | <p><u>Lesson 14:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to analyze the fable "The North Wind and the Sun" and identify its moral or lesson. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can predict the lesson of the fable using vocabulary words. ● I can write a summary of the fable, " The North Wind and the Sun" and explain the moral of the fable using text evidence. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Group/Partner read(L.RF.3.3, L.RF.3.4, SL.PE.3.1.A , SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D), Daily Instructional task (RL.CI.3.2.), | <p><u>Lesson 15:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to use text evidence and my own knowledge to answer questions <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can answer questions based on the text ● I can complete the given assessment <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Assessment |
| <p><u>Lesson 16:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning how to explain multicultural perspectives on the sun through poetry and art. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I will identify and discuss sun myths from different cultures. ● I will analyze the multicultural poem 'The Sun's Journey' and its reflections of diverse cultural viewpoints. ● I will collaboratively create an original illustration representing a sun myth from a specific culture. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Group/Partner read(L.RF.3.3, L.RF.3.4, SL.PE.3.1.A , SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D), Daily Instructional task (RI.MF.3.6), | <p><u>Lesson 17:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to synthesize information from different texts about various weather types and to present this understanding in a creative and collaborative way <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I will show my understanding by selecting a weather type, creating a project that showcases my knowledge, and making clear connections to the texts we have read throughout the unit. I will also effectively work with a partner and present our project to the class. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Group/Partner readGroup/Partner read(L.RF.3.3, L.RF.3.4, SL.PE.3.1.A , SL.PE.3.1.B, SL.PE.3.1.C, SL.PE.3.1.D), Daily Instructional task, | |

Daily Lesson Plans

| Lesson 1: All About Tsunamis | | |
|---|---|------------------------------|
| Grade: 3rd | Unit: Weather | Instructional Days: 1 |
| Learning Intentions | Success Criteria | |
| <ul style="list-style-type: none"> ● I am learning about tsunamis ● I am learning how to collaborate with a partner to discuss and summarize what the text is mainly about | <ul style="list-style-type: none"> ● I can discuss and summarize key facts about tsunamis ● I can collaborate with a partner to summarize the article ● I can use GIST to summarize the article | |
| NJSL Standards | | |
| <ul style="list-style-type: none"> ● L.RF.3.3 ● L.RF.3.4 ● SL.PE.3.1.B ● SL.PE.3.1.C ● SL.PE.3.1.D ● RI.CR.3.1 ● RI.MF.3.6 ● W.IW.3.2.B | | |
| Key Instructional Practices | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> ● What is a tsunami? ● How does a tsunami form? ● Why do tsunamis occur? ● What does a tsunami look like? ● Are there different kinds of tsunamis? ● What is the difference between a tsunami and a tidal wave? ● How do tsunamis move? | Daily Instructional Tasks: <ul style="list-style-type: none"> ● Partner Read All About Tsunamis ● Complete Get the Gist OR TWR Sentence-Expansion-3-Question-Words- All About Tsunamis | |
| Vocabulary: <ul style="list-style-type: none"> ● Forces ● Displacement ● Triggered ● Meteorite ● Velocity ● Crests ● Shallow ● Receding ● Sea Level | Learning Resources/Materials: <ul style="list-style-type: none"> ● All About Tsunamis ● Sentence-Expansion-3-Question-Words ● TWR Sentence-Expansion-3-Question-Words- All About Tsunamis ● Get the Gist ● Get the Gist Worksheet | |

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

- **I Do (Teacher/Model):**
- **Introduction:**
- Display the main photo in [All About Tsunamis](#) and engage students in a brief discussion about what they notice/ wonder about the photo
- Activate prior knowledge by asking students if they recall ever hearing about a tsunami in the news, online, or from families

- **We Do (Class/ Partner Work)**
- **Partner Read:**
- Briefly discuss that a tsunami is Japanese word, meaning harbor wave caused by an underwater explosion or eruption
- Explain that students will be reading the article [All About Tsunamis](#) with a partner two times
- Teacher will assign pairs and assign one student the “Coach” and the other student the “Player”
- Teacher will model the process of the partner read with another student, picked prior (show [Partner Read](#) anchor chart)
- The stronger reader will act as the “Player” and will read the first three sections of the text out loud. The “Coach” will listen and monitor the “Player”’s reading and will make corrections if necessary
- Students will then switch roles and read the text a second time
- Students will repeat this process until the entire article is read
- Students will ask questions to each other and discuss the text throughout partner read
- Teacher will walk around and monitor both “Coaches” and “Players” reading and questions
- Teacher will pose open ended questions during walk through to ensure better understanding and higher order thinking for students

- **You Do (Student Independent Work)**
- **GIST**
- Distribute [Get the Gist Worksheet](#)
- Students will determine use the article to identify WHO, WHAT, WHERE, WHEN, WHY, HOW
- Teacher can also use [TWR Sentence-Expansion-3-Question-Words- All About Tsunamis](#) for question words
- Students will identify 10-15 important words from previous question
- Students will then write a summary of the article, using answers from their GIST handout

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Teacher Notes:

- Homework and further steps will be determined by the teacher based on the lesson outcome.

| Lesson 2: All About Tsunamis | | |
|--|--|-----------------------|
| Grade: 3rd | Unit: Weather | Instructional Days: 1 |
| Learning Intentions | Success Criteria | |
| <ul style="list-style-type: none"> • I am learning about tsunamis • I am learning about key terms: <u>forces, displacement, triggered, meteorite, velocity, crests, shallow, sea level</u> • I am learning to use text evidence to answer questions | <ul style="list-style-type: none"> • I can define the key terms: <u>forces, displacement, triggered, meteorite, velocity, crests, shallow, sea level</u> • I can identify the part of speech and synonym for key terms: <u>forces, displacement, triggered, meteorite, velocity, crests, shallow, sea level</u> • I can write and use the key terms correctly in a sentence • I can answer questions using information from the text | |
| NJSL Standards | | |
| <ul style="list-style-type: none"> • L.RF.3.3 • L.RF.3.4 • SL.PE.3.1.A • SL.PE.3.1.B • SL.PE.3.1.C • SL.PE.3.1.D • L.VL.3.2.A • RI.TS.3.4 • W.RW.3.7 • RI.CR.3.1 | | |

- RI.TS.3.4
- RI.PP.3.5
- RI.MF.3.6

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What makes this word a **insert part of speech** ?
- What makes this word a synonym for **insert vocabulary word** ?
- What causes the tsunamis?
- How do you know there is a connection between underground volcanic explosions and tsunamis?
- Why do tsunamis travel in shallow waters?
- Why do tsunamis travel in high waves?

Daily Instructional Tasks:

- Read selections from [All About Tsunamis](#)
- Complete [Vocabulary Chart](#)
- Complete [It Says, I Say, and So](#)
- Complete Vocabulary Writing

Vocabulary:

- Forces
- Displacement
- Triggered
- Meteorite
- Velocity
- Crests
- Shallow
- Sea Level

Learning Resources/Materials:

- Anchor Chart (Created during lesson)
- [All About Tsunamis](#)
- [Parts of Speech](#)
- [Synonyms](#)
- [Vocabulary Chart](#)
- [Vocabulary Chart Worksheet](#)
- [It Says, I Say, and So](#)
- [It Says, I Say, and So Worksheet](#)
- Notebooks

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

■ I Do (Teacher/Model):

■ Introduction:

- Display the main photo in [All About Tsunamis](#)
- Activate prior knowledge by asking to recall what was learned in yesterday's lesson about tsunamis
- Create an anchor chart
- Record student answers

■ We Do (Class/ Partner Work)

■ Vocabulary Chart:

- Introduce [Vocabulary Chart](#)
- Explain to students that they will complete the vocabulary chart with partners to find the part of speech, definition, and synonym for each of the given vocabulary words
- Explain that students will read the section of the article in which the vocabulary word is being used to complete chart
- Introduce [Parts of Speech](#) and [Synonyms](#)
- Teacher will briefly review all different POS and gives examples of each

- Teacher will have 1 or 2 students also give examples of each
- Teacher will briefly review synonym meaning and provide a synonym for a given word
- Teacher will have 1 or 2 students also give additional synonyms for the given word
- Teacher will assign pairs and assign partners
- Teacher will pass out [Vocabulary Chart Worksheet](#)
- Teacher will walk around and monitor partners reading and completing chart
- Teacher will pose open ended questions during walk through to ensure better understanding and higher order thinking for students
- Once most/ all pairs complete the vocabulary chart, pairs will share out answers and discuss as a group

- **I Do (Teacher/Model):**
- Introduce [It Says, I Say, and So](#)
- Teacher will model for students how to use and complete chart
- Read the question
- It Says: Find information from the text to help answer the questions
- I Say: Use information you already know about the question
- And So: Use information from the text and from what you know to answer the question

- **We Do (Class/ Partner Work)**
- **It Says, I Say, and So:**
- Teacher will pass out [It Says, I Say, and So Worksheet](#)
- Partners will complete the chart
- Teacher will walk around and monitor partners reading and completing chart
- Teacher will pose open ended questions during walk through to ensure better understanding and higher order thinking for students
- Once most/ all pairs complete the chart, pairs will share out answers and discuss as a group

- **You Do (Independent Work)**
- Students will take out notebooks
- Students will pick 3 words from the vocabulary chart
- Students will write one sentence for each word
- Teacher will ask for student volunteers to share their sentence for each word

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Teacher Notes:

- Homework and further steps will be determined by the teacher based on the lesson outcome.

Lesson 3: All About Tsunamis

Grade: 3rd

Unit: Weather

Instructional Days: 1

Learning Intentions

- I am learning about tsunamis
- I am learning to recall information from the text to answer questions

Success Criteria

- I can answer questions based on the text
- I can complete the given assessment

NJSLS Standards

- L.RF.3.3
- L.RF.3.4
- SL.PE.3.1.A
- SL.PE.3.1.B
- SL.PE.3.1.C
- SL.PE.3.1.D
- RI.CR.3.1
- RI.CI.3.2
- RI.TS.3.4

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What is a tsunami?
- How does a tsunami form?
- Why do tsunamis occur?
- What does a tsunami look like?

Daily Instructional Tasks:

- Reviewing [All About Tsunamis](#)
- Complete [Assessment](#)

- Are there different kinds of tsunamis?
- What is the difference between a tsunami and a tidal wave?
- How do tsunamis move?
- How do you know there is a connection between underground volcanic explosions and tsunamis?
- Why do tsunamis travel in shallow waters?
- Why do tsunamis travel in high waves?

Vocabulary:

- Forces
- Displacement
- Triggered
- Meteorite
- Velocity
- Crests
- Shallow
- Receding
- Sea Level

Learning Resources/Materials:

- Anchor Chart (Created during lesson)
- [All About Tsunamis](#)
- [Assessment](#)
- [Assessment Paper Copy](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

- **I Do (Teacher/Model):**
- **Introduction:**
- Activate prior knowledge by asking to recall what we have learned about tsunamis up until this point
- Teacher will display anchor chart created in lesson prior and ask students what other facts can be added to the chart
- Record student answers

- **We Do (Class/ Partner Work):**
- **Read Aloud/ Review:** [All About Tsunamis](#)
- Have students volunteer to read each section of the article
- Teacher will pose discussion questions after each section for students to answer/ discuss with assigned partners/ groups

- **You Do (Independent Work) Test:**
- **All About Tsunamis Assessment**
- Teacher will pass out [Assessment Paper Copy](#)
- Students will independently complete the test based on the text

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task

| | |
|---|--|
| <ul style="list-style-type: none"> ● Key Teacher Questions Posed ● Student reflection | |
| <p>Differentiation:</p> <ul style="list-style-type: none"> ● Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently. ● Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension ● Present questions for students to see on the board as they are discussed with the class ● Chunking the text into smaller sections for deeper analysis ● Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson | <p>Possible Misconceptions:</p> <ul style="list-style-type: none"> ● Students may not have a deep contextual understanding ● Students may not understand implicit and explicit bias |
| <p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Homework and further steps will be determined by the teacher based on the lesson outcome. | |

| Lesson 4: Tsunami | | |
|--|---------------|---|
| Grade: 3rd | Unit: Weather | Instructional Days: 2 |
| Learning Intentions | | Success Criteria |
| <ul style="list-style-type: none"> ● I am learning about tsunamis ● I am learning about key terms: <u>companions, gatherings, rushes, roar</u> ● I am learning to form an opinion ● I am learning to analyze poems | | <ul style="list-style-type: none"> ● I can define key terms: <u>companions, gatherings, rushes, roar</u> ● I can write and use key terms correctly in a sentence ● I can identify the part of speech and synonym for key terms: <u>companions, gatherings, rushes, roar</u> ● I can write about the feelings I have when reading the poem <i>Tsunami</i> ● I can interpret what the lines of a poem mean by analyzing the text |
| NJSL Standards | | |
| <ul style="list-style-type: none"> ● L.RF.3.3 ● L.RF.3.4 ● SL.PE.3.1.A ● SL.PE.3.1.B ● SL.PE.3.1.C ● SL.PE.3.1.D | | |

- W.AW.3.1.A
- W.RW.3.7
- RL.PP.3.5
- L.VL.3.2.A
- RL.TS.3.4
- RL.CR.3.1
- RL.MF.3.6

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How would you describe a tsunami?
- How does the text make you feel?
- What comes to mind when reading the text?
- What does the author mean when they say, "It can only roar?"
- What makes this word a **insert part of speech** ?
- What makes this word a synonym for **insert vocabulary word** ?

Daily Instructional Tasks:

- Read [Tsunami](#)
- Quick Write in Notebook
- Complete [Vocabulary Chart](#)
- Vocabulary Writing
- Complete [SSLP Chart](#)
- Complete [It Says, I Say, and So](#)

Vocabulary:

- Companions
- Gatherings
- Rushes
- Roar

Learning Resources/Materials:

- [Tsunami](#)
- Notebooks
- [Parts of Speech](#)
- [Synonyms](#)
- [Vocabulary Chart](#)
- [Vocabulary Chart Worksheet](#)
- [Paraphrase](#) Anchor Chart
- [SSLP Chart](#)
- [SSP Chart Worksheet](#)
- [It Says, I Say, and So](#)
- [It Says, I Say, and So Worksheet](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

- **I Do (Teacher/Model):**
- **Introduction:**
- Display the main photo in [Tsunami](#) and engage students in a brief discussion about what they notice/ wonder about the photo
- **Read Aloud**
- Explain to students we will be reading and discussing a poem called *Tsunami*
- Give students the list of vocabulary words before reading and briefly discuss. When the word is heard, have students do a motion (thumbs up, hand clap, etc)
- Explain that students will participate in partner reading and complete a quick write about what feelings they have while reading the poem
- Teacher will then read poem and ask questions throughout the read
- Students should be actively engaged and doing hand motions while teacher is reading

- **We Do (Class/ Partner Work):**
- **Partner Read:**
- Briefly go over partner reading strategies
- Teacher will assign partners to take turns reading the poem until it is read fluently
- Teacher will monitor partner read and pose open ended questions during walk through to ensure better understanding and higher order thinking for students

- **You Do (Independent Work):**
- **Quick Write:**
- Students will take out their notebooks
- Students will complete a quick write for 5 minutes
- Students will write about how the poem made them feel or what the poem made them think of
- Once complete, teacher will call on a few students to share out their writing to open a brief group discussion

- **We Do (Class/ Partner Work):**
- **Vocabulary Chart**
- Reintroduce [Vocabulary Chart](#)
- Teacher will pass out [Vocabulary Chart Worksheet](#)
- Explain to students that they will complete the vocabulary chart with partners to find the part of speech, definition, and synonym for each of the given vocabulary words
- Explain that students will read the section of the poem in which the vocabulary word is being used to complete chart
- Reintroduce and [Parts of Speech](#) and [Synonyms](#)
- Teacher will briefly review all different POS and gives examples of each
- Teacher will have 1 or 2 students also give examples of each
- Teacher will briefly review synonym meaning and provide a synonym for a given word
- Teacher will have 1 or 2 students also give additional synonyms for the given word
- Teacher will walk around and monitor partners reading and completing chart
- Teacher will pose open ended questions during walk through to ensure better understanding and higher order thinking for students
- Once most/ all pairs complete the vocabulary chart, pairs will share out answers and discuss as a group

- **You Do (Independent Work):**
- **Vocabulary Writing**
- Students will take out notebooks
- Students will pick 2 words from the vocabulary chart
- Students will write one sentence for each word
- Teacher will ask for student volunteers to share their sentence for each word

Day 2

- **I Do (Teacher/Model):**

- **Introduction:**
- Activate prior knowledge by asking to recall what was learned in yesterday's lesson about tsunamis
- **Poetry Analysis Chart**
- Introduce [SSLP Chart](#)
- Teacher explains that partners will be completing chart to identify the speaker and subject, and will be paraphrasing each of the stanzas
- Reintroduce paraphrasing
- Teacher will show [Paraphrase](#) Anchor Chart
- Teacher will complete first section of chart along with class
- Teacher will have a student read the first stanza of the poem
- Teacher will read the first column, "*Who is the Speaker?*"
- Teacher will call on students to give potential responses- record on chart
- Teacher will read the second column, "*What is the Subject?*"
- Teacher will call on students to give potential responses- record on chart
- Teacher will read the last column, "*Paraphrase*"
- Teacher will call on students to give potential responses- record on chart

- **We Do (Class/ Partner Work):**
- **Poetry Analysis Chart**
- Teacher will assign partners
- Teacher will pass out [SSP Chart Worksheet](#)
- Students will complete the chart for the remaining two stanzas of the poem
- Teacher will walk around and monitor students as they are working
- Teacher will lead a class discussion after most/ all students complete the chart
- Teacher will go stanza by stanza, calling on different groups to discuss what they wrote and why (Speaker, subject, paraphrase)
- Student pairs can elaborate off of each other or identify what differences they see and why

- **I Do (Teacher/Model):**
- **It Says, I Say, and So:**
- Reintroduce [It Says, I Say, and So](#) Chart
- Teacher will explain that students are to complete chart independently
- Teacher will review for students how to use and complete chart
- Read the question
- It Says: Find information from the text to help answer the questions
- I Say: Use information you already know about the question
- And So: Use information from the text and from what you know to answer the question

- **You Do (Independent Work)**
- **It Says, I Say, and So:**
- Teacher will pass out [It Says, I Say, and So Worksheet](#)
- Students will read the stanza
- Students will complete all sections of the chart
- Teacher will walk around and monitor students as they are working

- Teacher will lead class discussion after most/ all students complete the chart
- Teacher will call on multiple students to go over each section of the chart
- Student pairs can elaborate off of each other or identify what differences they see and why

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

Teacher Notes:

- Homework and further steps will be determined by the teacher based on the lesson outcome.

| Lesson 5: Tsunami | | |
|---|---------------|---|
| Grade: 3rd | Unit: Weather | Instructional Days: 1 |
| Learning Intentions | | Success Criteria |
| <ul style="list-style-type: none"> ● I am learning about tsunamis ● I am learning to recall information from the text to answer questions | | <ul style="list-style-type: none"> ● I can answer questions based on the text ● I can complete the given assessment |
| NJSL Standards | | |
| <ul style="list-style-type: none"> ● L.RF.3.3 ● L.RF.3.4 | | |

- SL.PE.3.1.A
- SL.PE.3.1.B
- SL.PE.3.1.C
- SL.PE.3.1.D
- RL.CR.3.1
- RL.CI.3.2
- RL.TS.3.4

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How would you describe a tsunami?
- How does the text make you feel?
- What comes to mind when reading the text?
- What does the author mean when they say, “It can only roar?”

Daily Instructional Tasks:

- Reviewing [Tsunami](#)
- Complete [Assessment](#)

Vocabulary:

- Companions
- Gatherings
- Rushes
- Roar

Learning Resources/Materials:

- Anchor Chart (Created in previous lesson)
- [Tsunami](#)
- [Assessment](#)
- [Assessment Paper Copy](#)

Learning Procedures: (What specific learning experiences will support all students’ progress towards mastery of the learning intentions/objective(s)?)

Day 1

- **I Do (Teacher/Model):**
- **Introduction:**
- Activate prior knowledge by asking to recall what we have learned about tsunamis up until this point
- Teacher will display anchor chart created in lessons prior and ask students what other facts can be added to the chart
- Record student answers

- **We Do (Class/ Partner Work):**
- **Read Aloud/ Review:** [Tsunami](#)
- Have students volunteer to read each stanza of the poem
- Teacher will pose discussion questions after each section for students to answer/ discuss with assigned partners/ groups

- **You Do (Independent Work) Test:**
- **Tsunami Assessment**
- Teacher will pass out [Assessment Paper Copy](#)
- Students will independently complete the test based on the text

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding

- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

Teacher Notes:

- Homework and further steps will be determined by the teacher based on the lesson outcome.

Lesson 6: The Icicle Symphony

Grade: 3rd

Unit: Weather

Instructional Days: 1

Learning Intentions

- I am learning to make predictions about the text
- I am learning to summarize the text

Success Criteria

- I can use the five key words to predict the theme of the story
- I can use the five key words to write a paragraph and summarize the text
- I can complete the story map for as I read *The Icicle Symphony*

NJSLS Standards

- L.RF.3.3
- L.RF.3.4
- RL.CR.3.1
- RL.CI.3.2
- RL.TS.3.4
- RL.CR.3.1

- RL.CI.3.2
- RL.TS.3.4
- W.AW.3.1
- W.RW.3.7

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Who are the main characters in the story?
- Where does the story take place?
- What problems do the characters face throughout the story?
- What events occur in the beginning, middle, and end of the story?
- How do these events affect the main characters?
- What is the conclusion of the story?
- What lessons do the main character(s) learn by the end of the story?

Daily Instructional Tasks:

- Complete [Story Map](#)
- Complete Quick Write

Vocabulary:

- Icicle
- Symphony
- Sparkling Trees
- Mesmerized
- “Moscow looked like a fairy- tale city”

Learning Resources/Materials:

- Notebooks
- [The Icicle Symphony](#)
- [Story Map](#)
- Story Map Anchor Chart (to be completed during lessons)
- [Story Map Worksheet](#)

Learning Procedures: (What specific learning experiences will support all students’ progress towards mastery of the learning intentions/objective(s)?)

Day 1

- **I Do (Teacher/Model):**
 - Introduce [The Icicle Symphony](#)
 - Teacher will provide individual copies of story to students and display on the board
 - Ask students to make observations based on the first picture
- **We Do (Class/ Partner Work):**
 - **Theme Prediction/ Vocabulary:**
 - Teacher will write the five key vocabulary words on the board
 - Teacher will ask students to clarify meaning of each of the words (icicle, symphony, sparkling trees, mesmerized, “Moscow looked like a fairy- tale city”
 - Teacher will go over any unfamiliar words with class
 - Students will take out their notebooks and make a prediction by writing a paragraph
 - Students will use all of the five key vocabulary words given in their writing
 - Teacher will walk around and monitor student writing
 - Teacher will ask for volunteers to share writing
 - **Partner Read/ Story Map**
 - Teacher will assign partners
 - Teacher will introduce large [Story Map](#) (for classroom display) and pass out individual story maps for students

- Teacher will pass out [Story Map Worksheet](#)
- Teacher will briefly go through map along with students
- Students will take turns reading different sections of the story and complete story map as they read
- Teacher will walk around and monitor partner read and completion of story map
- Once most groups complete reading/ story map, teacher will ask for volunteers to read what they wrote for each section of story map
- Teacher will write down responses on class [Story Map](#) (to be displayed in classroom)
- Can be added to at any point during future lessons

- **You Do (Independent Work):**
- **Quick Write:**
- Students will take out their notebooks to complete a quick write
- Students will use the five key words given at the beginning of the lesson to write a summary of *The Icicle Symphony*
- Teacher will walk around and monitor students writing in journals
- Once most students complete quick write, teacher will ask for volunteers to read summaries

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

Teacher Notes:

- Homework and further steps will be determined by the teacher based on the lesson outcome.

| Lesson 7: The Icicle Symphony | | |
|--|---------------|--|
| Grade: 3rd | Unit: Weather | Instructional Days: 1 |
| Learning Intentions | | Success Criteria |
| <ul style="list-style-type: none"> I am learning to identify the main character's feelings at different parts of the story I am learning to use text evidence and my own knowledge to answer questions | | <ul style="list-style-type: none"> I can identify Marina's feelings at different parts of the story I can use text evidence and my own knowledge to answer questions |
| NJSL Standards | | |
| <ul style="list-style-type: none"> L.RF.3.3 L.RF.3.4 SL.PE.3.1.A SL.PE.3.1.B SL.PE.3.1.C SL.PE.3.1.D RL.CR.3.1 RL.IT.3.3 RL.TS.3.4 RL.MF.3.6 RL.CI.3.2 RL.TS.3.4 L.VL.3.2 | | |
| Key Instructional Practices | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> Why do you think Marina feels that way at this point in the story? What in the text tells you that Marina feels that way? How do you know Marina's feelings change? What is the connection between Marina's feelings and the theme of the story? Is there more than one theme to this story? | | Daily Instructional Tasks: <ul style="list-style-type: none"> Complete Feelings Chart Complete It Says, I Say, and So |
| Learning Resources/Materials: <ul style="list-style-type: none"> The Icicle Symphony Feelings Chart Anchor Chart (to be completed during lesson) Feelings Chart Feelings Chart Worksheet It Says, I Say, and So It Says, I Say, and So Worksheet | | |

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

- **I Do (Teacher/Model):**
 - Activate prior knowledge of story by asking one or two students, who did not share Quick Write from yesterday, to read their summary written at the end of class

- **We Do (Class/ Partner Work):**
 - **Partner Read/ Feelings Chart**
 - Teacher will assign new partners and explain that students will partner read short story from yesterday
 - Teacher will introduce [Feelings Chart](#)
 - Teacher will pass out [Feelings Chart Worksheet](#)
 - Teacher will explain that the chart monitors Marina's feelings throughout the story
 - Teacher will go through each section of the chart in order and explain how it will be completed
 - Students will take turns reading sections of the story
 - Students will complete the chart as they are reading
 - Teacher will walk around and monitor partner read and completion of feelings chart
 - Once most/ all students are complete with chart, teacher will go over chart with students and have a brief discussion
 - Teacher will create a large [Feelings Chart](#)
 - Teacher will write down student responses on the class chart to be displayed in classroom

- **I Do (Teacher/Model):**
 - Reintroduce [It Says, I Say, and So](#) Chart
 - Teacher will explain that students are to complete chart independently
 - Teacher will review for students how to use and complete chart
 - Read the question
 - It Says: Find information from the text to help answer the questions
 - I Say: Use information you already know about the question
 - And So: Use information from the text and from what you know to answer the question

- **You Do (Independent Work):**
 - **It Says, I Say and So Chart:**
 - Teacher will pass out [It Says, I Say, and So Worksheet](#)
 - Students will complete all sections of the chart, answering 3 main questions
 - Teacher will walk around and monitor students as they are working
 - Teacher will lead class discussion after most/ all students complete the chart
 - Teacher will call on multiple students to go over each section of the chart
 - Student pairs can elaborate off of each other or identify what differences they see and why

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding

- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

Teacher Notes:

- Homework and further steps will be determined by the teacher based on the lesson outcome.

| Lesson 8: The Icicle Symphony | | |
|--|--|-----------------------|
| Grade: 3rd | Unit: Weather | Instructional Days: 1 |
| Learning Intentions | Success Criteria | |
| <ul style="list-style-type: none"> ● I am learning about key terms: <u>drafty, descend, hunched, scowl, mosaic, Czar, dappled, mesmerized</u> | <ul style="list-style-type: none"> ● I can define key terms: <u>drafty, descend, hunched, scowl, mosaic, Czar, dappled, mesmerized</u> ● I can identify the part of speech and synonym for key terms: <u>drafty, descend, hunched, scowl, mosaic, Czar, dappled, mesmerized</u> ● I can write and use the key terms correctly in a sentence | |
| NJSL Standards | | |
| <ul style="list-style-type: none"> ● L.VL.3.2.A ● RL.TS.3.4 ● W.RW.3.7 | | |
| Key Instructional Practices | | |

| | |
|---|---|
| <p>Key Teacher Questions Posed During the Lesson:</p> <ul style="list-style-type: none"> • What do you think <i>*insert vocabulary word*</i> means based on the way it is used in the text? Why? • What makes this word a <i>*insert part of speech*</i> ? • What makes this word a synonym for <i>*insert vocabulary word*</i> ? | <p>Daily Instructional Tasks:</p> <ul style="list-style-type: none"> • Complete Vocabulary Chart • Vocabulary Writing |
| <p>Vocabulary:</p> <ul style="list-style-type: none"> • Descend • Hunched • Scowled • Mosaic • Dappled • Czar • Drafty | <p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> • The Icicle Symphony • Synonyms • Parts of Speech • Vocabulary Chart • Vocabulary Chart Worksheet • Notebooks |
| <p>Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)</p> <p>Day 1</p> <ul style="list-style-type: none"> • I Do (Teacher/Model): <ul style="list-style-type: none"> • Teacher will write new vocabulary words on the board • Students will take out notebooks and copy down words • Teacher will ask for student volunteers to read each word • Teacher will ask for students to predict and share their predictions • We Do (Class/ Partner Work): <ul style="list-style-type: none"> • Reintroduce Vocabulary Chart • Teacher will pass out Vocabulary Chart Worksheet • Explain to students that they will complete the vocabulary chart with partners to find the part of speech, definition, and synonym for each of the given vocabulary words • Explain that students will read the section of the poem in which the vocabulary word is being used to complete chart • Reintroduce Synonyms and Parts of Speech • Teacher will briefly review all different POS and gives examples of each • Teacher will briefly review synonym meaning and provide a synonym for a given word • Teacher will walk around and monitor partners reading and completing chart • Teacher will pose open ended questions during walk through to ensure better understanding and higher order thinking for students • Once most/ all pairs complete the vocabulary chart, pairs will share out answers and discuss as a group • You Do (Independent Work): <ul style="list-style-type: none"> • Vocabulary Writing • Students will take out notebooks • Students will pick 4 words from the vocabulary chart | |

- Students will write one sentence for each word
- Teacher will ask for student volunteers to share their sentence for each word

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

Teacher Notes:

- Homework and further steps will be determined by the teacher based on the lesson outcome.

Lesson 9: The Icicle Symphony

| | | |
|--|----------------------|---|
| Grade: 3rd | Unit: Weather | Instructional Days: 1 |
| Learning Intentions | | Success Criteria |
| <ul style="list-style-type: none"> ● I am learning to identify the main character's feelings at different parts of the story ● I am learning to use text evidence and my own knowledge to answer questions | | <ul style="list-style-type: none"> ● I can identify the main character's feelings at different parts of the story ● I can answer questions based on the text ● I can complete the given assessment |
| NJSLS Standards | | |
| <ul style="list-style-type: none"> ● RL.CR.3.1 | | |

- RL.CI.3.2
- RL.TS.3.4
- L.RF.3.3
- L.RF.3.4
- SL.PE.3.1.A
- SL.PE.3.1.B
- SL.PE.3.1.C
- SL.PE.3.1.D

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Why does Marina want to stay inside?
- How does Marina feel about going to Sparrow Hill?
- What happens to Marina when she arrives at Sparrow Hill?
- How does Marina feel about the icicle symphony?
- What is the theme of the story?
- How would you describe Uncle Gena?

Daily Instructional Tasks:

- Complete [Assessment](#)

Learning Resources/Materials:

- [The Icicle Symphony](#)
- [Assessment](#)
- [Assessment Paper Copy](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

- **We Do (Class/ Partner Work):**
- **Read Aloud/ Review:** [The Icicle Symphony](#)
- Have students volunteer to read each section of the story
- Teacher will pose discussion questions after each section for students to answer/ discuss with assigned partners/ groups
- **You Do (Independent Work) Test:**
- **The Icicle Symphony Assessment**
- Teacher will pass out [Assessment Paper Copy](#)
- Students will independently complete the test based on the text

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

| | |
|---|--|
| <p>Differentiation:</p> <ul style="list-style-type: none"> • Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently. • Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension • Present questions for students to see on the board as they are discussed with the class • Chunking the text into smaller sections for deeper analysis • Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson | <p>Possible Misconceptions:</p> <ul style="list-style-type: none"> • Students may not have a deep contextual understanding • Students may not understand implicit and explicit bias |
| <p>Teacher Notes:</p> <ul style="list-style-type: none"> • Homework and further steps will be determined by the teacher based on the lesson outcome. | |

| Lesson 10- White Noise | | |
|--|--|-----------------------|
| Grade: 3rd | Unit: Weather | Instructional Days: 2 |
| Learning Intentions | Success Criteria | |
| <ul style="list-style-type: none"> • I am learning to ask and answer questions about the poem "White Noise" • I am learning to understand descriptive language and create synonyms <p>SWBAT read and analyze the poem "White Noise" by Barbara Vance. They will learn to ask and answer questions about the poem, as well as enhance their understanding of descriptive language by identifying synonyms and determining the part of speech for selected words</p> | <p>I can read and comprehend the poem "White Noise" by Barbara Vance.</p> <p>I can ask meaningful questions about the poem.</p> <p>I can Identify synonyms for the words "din," "white noise," "comforts," and "soul."</p> | |
| NJSL Standards | | |
| <p>RL.CR.3.1.</p> <p>L.VL.3.2</p> <p>RI.MF.3.6</p> | | |

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What do you think the poem "White Noise" is describing?
- How does the poet convey the idea of falling snow?
- What emotions or feelings does the poem evoke?
- What is the purpose of the phrase "white noise" in the poem?
- How does the poet describe the sound of falling snow?
- Can you generate questions about the poem using question starters like who, what, where, when, why, and how?
- What are some synonyms for the words "din," "white noise," "comforts," and "soul"?

Daily Instructional Tasks:[Lesson 10 Resources](#)

- Answer text dependent questions **RL.CR.3.1.**
- Word match **L.VL.3.2**
- Synonym/ Text Chart **RI.MF.3.6.**

Vocabulary:

The vocabulary words for this lesson include:

1. Din
2. White noise
3. Comforts
4. Soul

These words are specifically chosen from the poem "White Noise" by Barbara Vance and will be the focus of the lesson's vocabulary activities, such as identifying synonyms and determining the part of speech for each word.

Learning Resources/Materials:

- "White Noise" by Barbara Vance
- [Resources](#)
- index cards
- paper

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

- **I Do (Teacher/Model):**
- Introduction
 - Display the title of the poem "White Noise" and engage students in a brief discussion about sounds they have encountered in their lives.
 - What do you think of when you hear the term, "white noise"?
 - Activate prior knowledge by asking students about their experiences with falling snow and how it sounds.
- Reading and Initial Discussion
 - Read the poem "White Noise" aloud to the class, modeling fluent reading and emphasizing tone and expression.
 - Facilitate a class discussion by asking open-ended questions about the poem's content, imagery, and emotions it evokes.
 - Share your interpretations and personal connections to the poem, modeling critical thinking and analysis.
- **(Class/Group Work): 3. Questioning the Poem**
- Explain the importance of asking and answering questions to deepen understanding.

- Model the process by asking questions about the poem, encouraging students to provide evidence from the text.
- Divide students into small groups and provide question starters (who, what, where, when, why, how) on index cards.
- In their groups, have students create their own questions about the poem using the question starters.
- Each group shares their questions with the class, engaging in a collaborative discussion to answer the questions collectively.
- **(Student Independent Work):**
- Provide students with the worksheet found in resources and have them independently ask and answer questions listed.
- : Write one thing you learned about the poem "White Noise" today.

Day 2

- **I Do (Teacher/Model): Introduction**
- Begin by reviewing the poem "White Noise" and reminding students of its key words: "din," "white noise," "comforts," and "soul."
- Explain that synonyms are words that have similar meanings and can be used interchangeably in a sentence.

Model identifying synonyms for words in the poem and provide examples of how they can be used in a sentence.

1. Snow - flurries, frost, icy crystals
2. Falling - descending, dropping, tumbling, cascading
3. Encounter - meet, come across, face, run into
4. Lives - existence, being, livelihoods, lifestyles

Emphasize the importance of using context clues and understanding the meaning of the poem to choose appropriate synonyms.

Guided Practice

- Divide the class into small groups. Distribute a list of the key words (in resources) and their synonyms to each group. Instruct the groups to work together to match the key words with their correct synonyms.
- Encourage students to discuss their choices and explain their reasoning to one another.
- Circulate among the groups, providing guidance and clarification as needed.
- **Review synonym word match and explain how using/known synonyms can help with understanding poems or text.**
- **Independent Practice**
- Distribute a worksheet found in resources and instruct students to create an appropriate synonym for each key word and to complete the worksheet.
- : How did learning about synonyms help you better understand the poem? Explain your answer.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

Possible Misconceptions:

- Students may not have a deep contextual understanding

| | |
|--|--|
| <ul style="list-style-type: none"> • Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently. • Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension • Present questions for students to see on the board as they are discussed with the class • Chunking the text into smaller sections for deeper analysis • Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson | <ul style="list-style-type: none"> • Students may not understand implicit and explicit bias |
| <p>Teacher Notes:</p> <ul style="list-style-type: none"> • Homework will be determined by the teacher based on the lesson outcome. <p>Vocabulary Extension: Assign students to create a vocabulary word journal entry for each of the selected words from the lesson: "din," "white noise," "comforts," and "soul." In their journal, they should write the word, provide a definition, use it in a sentence, and draw a visual representation or symbol related to the word.</p> | |

| Lesson 11 | | |
|---|---|-----------------------|
| Grade: 3rd | Unit: Weather | Instructional Days: 1 |
| Learning Intentions | Success Criteria | |
| <ul style="list-style-type: none"> • I am learning how to identify and analyze rhyming words in a poem. • I am learning how to determine the speaker of each stanza in a poem. | <ul style="list-style-type: none"> - I can identify the rhyming words in a poem. - I can identify the speaker of each stanza using evidence from the poem. | |
| NJSL Standards | | |
| <p>RL.TS.3.4.</p> <p>RL.CI.3.2</p> <p>RL.CR.3.1</p> | | |
| Key Instructional Practices | | |
| <p>Key Teacher Questions Posed During the Lesson:</p> <ul style="list-style-type: none"> • What are the rhyming words in the first stanza? • Who do you think is the speaker in the first stanza? Why? • Can you identify the rhyming words in the second stanza? | <p>Daily Instructional Tasks: Lesson 11 Resources</p> <p>Speaker and rhyme analysis questions</p> <p>Rhyme and speaker chart RL.TS.3.4.</p> <p>Independent practice RL.CI.3.2, RL.CR.3.1</p> | |

- Based on the second stanza, who do you think is the speaker? Discuss your ideas with your partner.
- In the third stanza, what sound does the speaker find comforting? How do you know?
- Who is the speaker in the fourth stanza? What does the speaker find comforting?
- What evidence from the text supports your answer about the speaker in the fourth stanza?
- How does the speaker describe the sound of falling snow in the poem?
- How does the sound of falling snow differ from other noises mentioned in the poem?
- Why do you think the speaker finds the sound of falling snow comforting?

Vocabulary:

- rhyme
- stanza

Learning Resources/Materials:

- [Lesson 11 Resources](#)
- <https://watch.screencastify.com/v/kdHDfZrflNIIKbq4srQ0>

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

- **I Do (Teacher/Model):**
- “Today we will identify and analyze rhyming words in a poem. Tell your partner what rhyming words are” Allow students to share.
- Use video as reference to define terms like lines, stanzas, rhyming schemes. <https://watch.screencastify.com/v/kdHDfZrflNIIKbq4srQ0>
- Yesterday we analyzed and read the poem, “White Noise”, now let us identify the rhyming schemes in this poem as well as identify the speaker of each stanza.
 - Display the first stanza of the poem on the board or a chart paper. Read it aloud and invite students to find the rhyming words. Encourage them to share their answers and discuss as a class.
 - Example: Rhyming words in the first stanza: like/known, snow/slow
 - Ask students to suggest who they think the speaker might be in the first stanza. Discuss their ideas as a class and guide them to understand that the speaker is someone who appreciates the sound of falling snow.
- What are the rhyming words in the first stanza?
- Who do you think is the speaker in the first stanza? Why?
- Can you identify the rhyming words in the second stanza?
- Based on the second stanza, who do you think is the speaker? Discuss your ideas with your partner.
- **We Do (Class/Group Work): Guided Practice**
 - Provide students with Lesson 11 graphic organizer.
 - Repeat the process for the remaining stanzas of the poem, analyzing the rhyming words and identifying the speaker in each stanza. Provide guidance and facilitate class discussions as needed.
- **You Do (Student Independent Work): Independent Practice**
- Have students create their own rhyming poems, focusing on a specific theme or topic. Encourage them to consider the speaker and use rhyming words effectively.
- : see resources

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

Teacher Notes:

- Homework will be determined by teacher based on lesson outcome.

Lesson 12

| | | |
|-------------------|----------------------|------------------------------|
| Grade: 3rd | Unit: Weather | Instructional Days: 1 |
|-------------------|----------------------|------------------------------|

| Learning Intentions | Success Criteria |
|---|--|
| <ul style="list-style-type: none"> ● I am learning to use graphic organizers to write an essay comparing descriptions of winter in the texts "The Icicle Symphony" and "White Noise". ● I am learning how to write an essay using my opinion and text evidence. | <p>I can fill out the text comparison graphic organizer with appropriate details from 'The Icicle Symphony' and 'White Noise'.</p> <p>I can use the information in my graphic organizer to the essay writing organizer accurately, ensuring that I have included an introduction, two body paragraphs, a comparison paragraph, and a conclusion.</p> <p>I can begin to write an essay in which I clearly state my opinion, provide supporting details from both texts, compare the descriptions of winter in the texts, and summarize my opinion and evidence.</p> |

NJSLS Standards

W.AW.3.1.
W.IW.3.2.
W.WP.3.4
SL.PE.3.1.
SL.II.3.2.
RL.CT.3.8

Key Instructional Practices

| Key Teacher Questions Posed During the Lesson: | Daily Instructional Tasks: |
|---|---|
| <ul style="list-style-type: none"> ● "What are some key events from 'The Icicle Symphony' that you remember?" ● "What are the main themes from 'White Noise' that stood out to you?" ● "Which of these texts BEST describes winter: "The Icicle Symphony" or "White Noise"?" ● "How does Marina from 'The Icicle Symphony' and the speaker from 'White Noise' appreciate winter?" ● "What are some words and phrases from 'The Icicle Symphony' that describe winter?" | <ul style="list-style-type: none"> ● I can complete two graphic organizers. RL.CT.3.8 ● I will write an outline for an essay. W.AW.3.1. ● W.IW.3.2. |

- "What are some words and phrases from 'White Noise' that describe winter?"
- "What are some supporting details from 'The Icicle Symphony' and 'White Noise' that can support your opinion?"
- "What opinion will you state in the introduction of your essay?"
- "What supporting details will you include in the body of your essay?"
- "How will you compare 'The Icicle Symphony' and 'White Noise' in your essay?"
- "What will you include in the conclusion of your essay to summarize your opinion and evidence?"

Vocabulary:

-

Learning Resources/Materials:

- [Lesson 12 and 13 Resources](#)
- [Comparing and Contrasting Texts Graphic Organizer Purple Illustrative.pdf](#)
- [The_Icicle_Symphony-teacher-14.pdf](#)
- [Essay Outline.pdf](#)
- [3rd Grade NPS Rubrics.pdf](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

I Do (Teacher/Model):

- **Introduction:**
- Display the titles of the story "The Icicle Symphony" and the poem "White Noise".
- Recap key events from "The Icicle Symphony" and main themes from "White Noise" with questions like, "Can anyone remind us what happens in 'The Icicle Symphony'? How about 'White Noise'? What are the key themes in these texts?"
- Introduce the question: "Which of these texts BEST describes winter: "The Icicle Symphony" or "White Noise"? How does Marina from "The Icicle Symphony" and the speaker from "White Noise" appreciate winter?"
- Explain how to use the text comparison graphic organizer to compare the two texts. [Comparing and Contrasting Texts Graphic Organizer Purple Illustrative.pdf](#)

We Do (Class/Group Work):

- **Discussion and Filling Out the Organizer:**
- As a class, fill out the first row of the text comparison graphic organizer with words and phrases from "The Icicle Symphony" that describe winter. Use questions such as, "What words or phrases does the author use to describe winter in 'The Icicle Symphony'?" Repeat the process with "White Noise" using a similar question.
- For the second row, discuss as a class how Marina from "The Icicle Symphony" and the speaker from "White Noise" appreciate winter. Use guiding questions like, "How does Marina express her appreciation for winter? How does the speaker in 'White Noise' do the same?"
- Finally, brainstorm and fill out the last row with supporting details from the texts using questions like, "What details in the texts support our conclusions about how winter is portrayed?"
- Monitor and facilitate discussions, guiding students to relevant details in the texts.

You Do (Student Independent Work):

- **Preparing the Essay with the Organizer:**
- Students transfer the information from the text comparison graphic organizer into the essay writing organizer.
- Remind students to state their opinion in the introduction, provide supporting details in the body paragraphs, compare the texts in the comparison paragraph, and summarize their opinion and evidence in the conclusion.
- **Writing the Response:**
- Using their completed essay writing organizer as a guide, students write their multi-paragraph responses independently on their lined paper.

:

Review and Reflection:

On the back of their papers, students write one new insight they gained about either text from this activity.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

Teacher Notes:

- Homework will be determined by teacher based on lesson outcome.

| | | |
|--|----------------------|--|
| Grade: 3rd | Unit: Weather | Instructional Days: 1 |
| Learning Intentions | | Success Criteria |
| <ul style="list-style-type: none"> ● I am learning how to write an essay using my opinion and text evidence. | | <ul style="list-style-type: none"> ● I can write an essay in which I clearly state my opinion, provide supporting details from both texts, compare the descriptions of winter in the texts, and summarize my opinion and evidence.W.AW.3. |
| NJSLS Standards | | |
| <p>W.AW.3. RL.CI.3.2. SL.ES.3.3</p> | | |
| Key Instructional Practices | | |
| <p>Key Teacher Questions Posed During the Lesson:</p> <ul style="list-style-type: none"> ● "What was the process we used to transfer information from the text comparison graphic organizer into the essay writing organizer?" ● "What are the important components of an opinion essay?" ● "How do we construct a clear and strong thesis statement for our essay?" ● "While writing our body paragraphs, how do we incorporate our opinion and ensure it's connected back to our thesis statement?" ● "What kind of transition words and argumentative language can we use to make our paragraphs more cohesive and persuasive?" ● "When writing the comparative paragraph, how should we juxtapose the two texts effectively?" ● "What should we include in our conclusion to make it a powerful summary of our opinion and evidence?" ● "Can anyone share how they would translate this row from the graphic organizer into a paragraph for their essay?" | | <p>Daily Instructional Tasks:</p> <ul style="list-style-type: none"> ● I will write an opinion essay. |
| <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Opinion: A personal view or judgment. ● Compare: To note the similarity or dissimilarity between. ● Contrast: To compare in order to show unlikeness or differences. | | <p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> ● Lesson 12 and Lesson 13 Resources ● 3rd Grade NPS Rubrics.pdf |

- Evidence: Information that gives grounds for believing in the truth or validity of an idea.

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 2

- **I Do (Teacher/Model):**
- **Introduction:**
- Review the process of transferring information from the text comparison graphic organizer into the essay writing organizer.
- Highlight the importance of having a clear thesis statement in the introduction, presenting strong arguments in the body paragraphs, comparing the texts in the comparative paragraph, and summarizing the opinion and evidence in the conclusion.
- Modeling the Essay Writing:
- Take one row of the completed graphic organizer and demonstrate how to translate the information into a paragraph of an opinion essay, using appropriate transitions and argumentative language.
- **We Do (Class/Group Work):**
- Group Practice:
- Divide students into groups. Assign each group a different row from the completed graphic organizer and ask them to write an essay paragraph based on the information in their row.
- Move around the room and provide assistance as needed. Ensure students are incorporating their opinion into the paragraph and connecting it back to their thesis statement.
- Sharing and Discussion:
- Ask each group to read their paragraph aloud. The class, as a group, gives feedback and discusses the strength of the arguments and connections to the thesis statement.
- **You Do (Student Independent Work):**
- Constructing the Essay:
- Students independently take the information from their text comparison graphic organizer and the essay writing organizer to write their opinion essay.
- They should follow the format discussed and modeled: introduction with a thesis statement, body paragraphs with strong arguments, a comparative paragraph, and a conclusion summarizing their opinion and evidence.
- Closing: Remind students to proofread their essays for clarity, coherence, grammar, and punctuation before submission. Discuss the due date for the opinion essay and any other relevant instructions.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Teacher Notes:

- Homework will be determined by teacher based on lesson outcome.

| Lesson 14 | | |
|---|--|-----------------------|
| Grade: 3rd | Unit: Weather | Instructional Days: 1 |
| Learning Intentions | Success Criteria | |
| <ul style="list-style-type: none"> • I am learning to analyze the fable "The North Wind and the Sun" and identify its moral or lesson. | <ul style="list-style-type: none"> - I can predict the lesson of the fable using vocabulary words. - I can write a summary of the fable, " The North Wind and the Sun" and explain the moral of the fable using text evidence. | |
| NJSL Standards | | |
| RL.CI.3.2. L.VL.3.2. SL.ES.3.3. W.IW.3.2. | | |
| Key Instructional Practices | | |

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| <p>Key Teacher Questions Posed During the Lesson:</p> <ul style="list-style-type: none"> • What is a fable? Can you give an example? • What do you think we can learn from fables? How do you think the North Wind and the Sun will interact in the story? • Why is "force" listed as one of the words? How might it be relevant to the story's theme? • What happened when the North Wind and the Sun had a dispute? Why did they decide to settle it? • Share your predictions with the class. How did your predictions align with the actual story? • What key events or actions in the story connect to the words we listed earlier? • What is the moral or lesson of the fable? How does it relate to the actions of the North Wind and the Sun? • How might the moral or lesson apply to situations in our own lives? • When have you seen kindness and persuasion work better than force in resolving conflicts? | <p>Daily Instructional Tasks:</p> <ul style="list-style-type: none"> • I will write a summary of the fable, "The North Wind and the Sun" and explain the moral of the fable using text evidence. W.IW.3.2. |
| <p>Vocabulary: Fable North Wind Sun Dispute Succeeds Force Moral •</p> | <p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> • Lesson 14 Resources • THE NORTH WIND AND THE SUN WORKSHEET.pdf • THE NORTH WIND AND THE SUN STORY |
| <p>Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)</p> <p>Day 1</p> <ul style="list-style-type: none"> • Introduction (I Do): • Begin the lesson by telling the students that you will be reading a fable called "The North Wind and the Sun" written in 1915. • Explain that a fable is a short story that teaches a moral or lesson. • Display a picture of the North Wind and the Sun on the board. • List the following words on the chalkboard in order: North Wind, Sun, dispute, succeeds, force. • Clarify the meaning of any unfamiliar words to ensure comprehension. • Prediction Activity (We Do): THE NORTH WIND AND THE SUN WORKSHEET.pdf • Tell the students that they will be predicting the theme of the story using the listed words. • Ask the students to write a paragraph using all of the words, predicting the theme or lesson of the story. | |

- Encourage them to think about how the North Wind, the Sun, the dispute, succeeding, and using force might relate to the story's moral.
- Allow volunteers to share their predictions with the class, discussing the various perspectives.
- **Guided Practice (We Do):**
- Read the fable aloud to the students, modeling expressive reading.
- Pause at key points to discuss the story's elements and reinforce comprehension.
- After reading the story, ask the students to use the same words to write a summary paragraph about the story.
- Provide guidance and support as needed during the writing process.
- **Independent Practice (You Do):**
- Assign the students to complete the Quick Write #5 activity: Write a summary paragraph about the story using the same words as earlier (North Wind, Sun, dispute, succeeds, force).
- Give them time to work independently on their paragraphs.
- Optionally, you can encourage them to illustrate a scene from the story that represents the theme or lesson.
- **Conclusion:**
- Allow volunteers to share their summary paragraphs with the class, highlighting the different interpretations of the story.
- Discuss the moral or lesson of the fable, emphasizing the importance of kindness, persuasion, and the limitations of force.
- :
- Distribute drawing materials and ask the students to illustrate a scene from the story that represents the theme or lesson.
- Provide time for students to share their drawings and explain their choices, fostering class discussion and reflection.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

Teacher Notes:

- Homework will be determined by teacher based on lesson outcome.

Lesson 15

Grade: 3rd

Unit: Weather

Instructional Days: 1

Learning Intentions**Success Criteria**

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NJSLS Standards

RI.CR.3.1

Key Instructional Practices**Key Teacher Questions Posed During the Lesson:**•
•**Daily Instructional Tasks:**

- Assessment **RI.CR.3.1**

Vocabulary:

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Learning Resources/Materials:

- Complete [Assessment RI.CR.3.1](#)
- [THE NORTH WIND AND THE SUN STORY](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)**Day 1**

- **We Do (Class/ Partner Work):**
 - **Read Aloud/ Review:** [THE NORTH WIND AND THE SUN STORY](#)
 - Have students volunteer to read each section of the story
 - Teacher will pose discussion questions after each section for students to answer/ discuss with assigned partners/ groups
- **You Do (Independent Work) Test:**

- **The North Wind and Sun Assessment**
- Teacher will pass out [Assessment Paper Copy](#)
- Students will independently complete the test based on the text

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
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- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

Teacher Notes:

- Homework will be determined by teacher based on lesson outcome.

Lesson 16

Grade: 3rd

Unit: Weather

Instructional Days: 1

Learning Intentions

Success Criteria

- I am learning how to explain multicultural perspectives on the sun through poetry and art.

- I will identify and discuss sun myths from different cultures.
- I will analyze the multicultural poem 'The Sun's Journey' and its reflections of diverse cultural viewpoints.
- I will collaboratively create an original illustration representing a sun myth from a specific culture.

NJSLS Standards

RI.MF.3.6.
 RL.CI.3.2.
 SL.PE.3.1
 SL.PI.3.4
 SL.UM.3.5

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What are myths, and how do they help us understand natural phenomena like the sun in different cultures?
- Can you identify any sun myths from different cultures? How do they vary in their depictions of the sun?
- How does the multicultural poem "The Sun's Journey" reflect diverse perspectives on the sun? What cultural elements do you notice in the poem?
- Why is it essential to appreciate and respect diverse cultural perspectives on natural phenomena like the sun?
- In your groups, how will you select a sun myth to illustrate? What aspects of the myth do you find intriguing?
-

Daily Instructional Tasks:

- The learner will create an illustrated representation of a sun myth from a specific culture, incorporating diverse perspectives and cultural significance. **RI.MF.3.6. RL.CI.3.2.**

Vocabulary:

- Sun
- Myths
- Poetry
- Multicultural
- Perspectives

Learning Resources/Materials:

- [Lesson 16 Resources](#)
- [The Sun.pdf](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

Introduce the concept of myths as stories explaining natural phenomena.

- Share brief summaries of sun myths from different cultures:
- · Greek mythology: Helios, the sun god, rides a chariot across the sky.
- · Aztec mythology: Huitzilopochtli represents the sun and is associated with light and warmth.
- · Aboriginal Australian Dreamtime stories: The sun is linked to creation and the origins of life.
- In ancient Egyptian mythology, Ra, the Sun God, was highly revered and associated with creation and life.
- In Japanese culture, Amaterasu, the Sun Goddess, is considered the ancestor of the Japanese imperial family.
- In Native American cultures, the sun is often seen as a symbol of renewal and healing.
- Read aloud the multicultural poem "The Sun's Journey" to the students, emphasizing diverse perspectives of the sun.
- Analyze the poem together as a class, discussing its meaning and cultural viewpoints.

We Do:

- Divide students into small groups.
- Provide each group with a worksheet containing blank spaces for illustrations.
- Instruct groups to collaborate on an illustration representing a sun myth and write a brief description of its cultural significance.
- Offer guidance and support as groups work.
- **You Do:**
- Bring the class together, and have each group present their illustration and sun myth.
- Encourage explanations of how their drawings represent diverse cultural perspectives.
- Facilitate questions and discussions among students about the different myths and their cultural significance.
- Conclusion:
- Summarize the importance of understanding and appreciating diverse cultural perspectives on natural phenomena like the sun.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

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| <ul style="list-style-type: none"> • Present questions for students to see on the board as they are discussed with the class • Chunking the text into smaller sections for deeper analysis • Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson | |
| Teacher Notes: <ul style="list-style-type: none"> • Homework will be determined by teacher based on lesson outcome. | |

| Lesson 17 | | |
|--|---------------|---|
| Grade: 3rd | Unit: Weather | Instructional Days: 2-3 |
| Learning Intentions | | Success Criteria |
| <ul style="list-style-type: none"> • I am learning to synthesize information from different texts about various weather types and to present this understanding in a creative and collaborative way | | <ul style="list-style-type: none"> • I will show my understanding by selecting a weather type, creating a project that showcases my knowledge, and making clear connections to the texts we have read throughout the unit. I will also effectively work with a partner and present our project to the class. |
| NJSL Standards | | |
| W.WR.3.5. SL.ES.3.3. SL.PI.3.4. SL.UM.3.5. | | |
| Key Instructional Practices | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> • | | Daily Instructional Tasks: <ul style="list-style-type: none"> • Project W.WR.3.5. |
| Vocabulary: <ul style="list-style-type: none"> • | | Learning Resources/Materials: <ul style="list-style-type: none"> • Weather Project Student Rubric |
| Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?) | | |

- **Day 1: Introduction:** Begin the class by reviewing the stories and poems the students have read throughout the unit. Discuss the various types of weather that were featured in these texts. Ask students to share some of their favorite weather-related pieces of literature and why they enjoyed them.
- **Grouping and Planning:** Pair students and instruct each pair to select a weather type that they found most interesting during the unit. Each pair will plan a creative project to showcase their understanding of this weather type. This project can take various forms such as a poster, a diorama, a short skit, a digital presentation, a poem, or a short story.
- **Implementation:** Give students time to work on their projects in class. If necessary, some work can be completed as homework. Encourage students to use their creativity and the skills they have developed throughout the unit. Remind them to include important features and facts about their chosen weather type, drawing connections to the texts they've read.
- **Presentation:** Allow students to present their projects. Each pair should explain the weather type they selected, why they chose it, and how they used their chosen medium to showcase their understanding. Encourage students to explain any connections they made to the stories and poems from the unit.
 - o Reflection After all presentations, facilitate a class discussion about the experience. Ask students what they learned from the project and what they enjoyed. Discuss how the project helped them to understand the concept of weather better and how it tied in with the poems and stories they read.
- **Assessment:** Assess students' understanding and learning based on the accuracy of their weather-related information, the creativity of their presentations, their ability to connect their project to the texts from the unit, and their participation in the class discussion.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

Teacher Notes:

- Homework will be determined by teacher based on lesson outcome.

