

## Third Grade ELA Reading, Writing, and Word Study Power Targets

### Unit 1 Planning:

Skills of a good reader -focus on narrative story elements and narrative writing (students could keep an interactive reading notebook)

Getting Started Mini Unit: (Condense F&P's first 20 days) -maybe first two or three weeks while assessing

- Launching independent reading/teaching reading and writing routines and procedures
  - Choosing books including when to abandon a book
  - Building stamina
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- Respectful listening and speaking
- Writing procedures

### *Unpacking EL Module 1:*

- What are the critical skills/standards? (where do they align with what we named as priority?)*
- What are the assessment tasks? Do we think they assess the critical skills well and in a way that would be interesting to kids?*
- What texts are incorporated? Keep? Replace?*
- What protocols or anchor charts are used to teach reading skills? Keep? Replace?*

SS-Geography (students locating themselves where they live; map skills (text features with maps))

*Priority Standards for the Year: (Mixture of literary and informational texts)*

Reading 1 (key ideas and details) and 4 (vocabulary from context) are woven into all units

Reading 2, 3, 5, and 8 are priority in certain units

Writing standard 1 (opinion/argument)

Reading Foundational Standard 1 (Phonics/Word Study) & Language 6 (acquire additional vocabulary words)

## Plan for ELA & SS Grade 3

<b>Quarter</b>	<i>Unit 1 "Getting Started in 3rd Grade ELA" mini-unit</i>
<b>Quarter 1</b>	<p>Learning Priorities:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>R1 (key ideas and details)</b> -writing in response to reading (using read alouds)</li> <li><input type="checkbox"/> <b>R2 (theme and central idea)</b></li> <li><input type="checkbox"/> <b>R3 (characterization)</b></li> <li><input type="checkbox"/> <b>Characteristics of different genres --R9 (recognize genres...)</b></li> </ul> <p>Routines: Establish routines for reader's workshop</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Procedures for small group reading</li> <li><input type="checkbox"/> Developing good habits for reader's workshop             <ul style="list-style-type: none"> <li><input type="checkbox"/> How to choose a just-right book</li> <li><input type="checkbox"/> Keeping a journal for writing responses --<i>see Abby's journal</i></li> </ul> </li> </ul> <p>Spelling routines</p> <p>Assessment: Writing pre-test *Benchmarking</p> <p>Unit 2: Discover a world of reading (SS connection-map skills) (Literary reading and narrative writing; <b>RL1, 2, 3, 9; W3</b>) - Six Weeks</p> <p>Summative Task: Narrative writing -Telling a fractured tale</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Introduce the problem and main character (R2,3)</li> <li>● Incorporate elements of a fairytale (anchor chart) (R9)</li> <li>● Develop a clear sequence of events to establish and solve the problem (R2,3)</li> <li>● Describe actions, thoughts, and feelings to help the reader play a movie in their mind</li> <li>● Use words and phrases to signal the order of events (L6)</li> <li>● Create a conclusion to draw the story to a close</li> </ul> <p>First "check-in": Compare two tellings of the tale (R9)            Second "check-in": Opinion writing about your favorite version of the tale (W1)            Third "check-in": Telling from another perspective (R6)            Fourth and Fifth Weeks: Planning and Drafting for Summative Task (W3)</p>

<b>Quarter 2</b>	--see standards and learning targets from EL Module 1; use text collection from library with paired constructed response items; Unit 4: (January 3-4 weeks) Children's Rights (SS Toolkit Inquiry)-- <b>RI 1,2, 3, 8; W1</b>		
<b>Quarter 3</b>	Unit 5 (Feb -early March) (March 25th ELA begins) Connecting literary and informational texts to study the presidents (Magic Tree house historical fiction paired with informational) -Focus on connections, comparing point of view; primary v secondary sources RL&RI 1, 2, 3, 5, W1 OR 2 Unit 6 Brief Poetry Unit (Week of April 13th )		
<b>Quarter 4</b>	Unit 7 Novel Study (RL focus)-Matilda? (begin April 20th- middle of May) Final unit: Animal research report ( <b>R2, 3, W2 or 3; SL1</b> )		
<b>Quarter 1</b>			
<b>Quarter 1</b>	<i>Unit 1 "Getting Started in 3rd Grade ELA" mini-unit: Creating a Positive Classroom Learning Environment</i>		
<b>Timeline</b>	<b>Routines and Procedures</b>	<b>Reading Skills</b>	<b>Materials</b>
<b>Sept 5-13th (7 days)</b>	<p><b>Learning Targets</b> <i>*Note: Divide these routines targets across the first three weeks of school, pacing them out and aligning them to texts as is most appropriate</i></p> <p>Establish routines for reader's workshop Developing good habits for reader's workshop</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selecting books &amp; enjoying silent reading (quiet environment)</li> <li><input type="checkbox"/> Reading is thinking</li> </ul> <p>Strategies and skills</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How to choose a just-right book</li> <li><input type="checkbox"/> Thinking and talking about your reading (think aloud)</li> <li><input type="checkbox"/> Guidelines for peer discussion</li> </ul>	<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe a character's feelings (R3)</li> <li><input type="checkbox"/> I can make connections to characters' feelings (R3)</li> <li><input type="checkbox"/> I can describe the problem and solution in the story</li> <li><input type="checkbox"/> I explain causes and their effects in the story</li> </ul> <p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>● Oh the places you'll go</li> <li>● Thank you Mr Faulker</li> <li>● How I spent my summer vacation</li> <li>● Each kindness</li> <li>● My mouth is a volcano</li> <li>● Enemy pie</li> <li>● The Dot</li> </ul> <p><b>Other ideas:</b> <i>*The girl who never made mistakes</i></p>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Abandoning books</li> <li><input type="checkbox"/> Distinguishing between fiction and nonfiction (variety of genres including kinds of fiction and nonfiction) --could begin chart of genres</li> <li><input type="checkbox"/> Keeping a record of your reading (reading goals) /reading interests</li> </ul> <p>Guidelines for reading workshop:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Independent and center time</li> <li><input type="checkbox"/> Writing responses to your reading-- <i>see Abby's journal</i></li> <li><input type="checkbox"/> Sharing responses (peer collaboration)</li> <li><input type="checkbox"/> Using sticky notes to get ready for journal writing</li> <li><input type="checkbox"/> Explain and model letter topics to students</li> </ul> <p>Spelling routines (morning work)</p> <p><b>Key Vocabulary</b></p> <p><b>Assessment</b>  Begin reading pre-testing Sept 9th; wrap up by the 20th  Reading Pre-Test (Easy CBM) - (45 minutes ish)  (Screener for All Students) DIBELS  (accuracy/fluency) in small group with Melissa  Possibility: "Literably" could be used for benchmarking all students to achieve a level for instructional grouping</p>	<p>Writing Pre-Test (Sept 6th-first Friday)</p>	
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	<p>Assessment of this week's targets could come from the prompts we'll use for students' notebooks</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Map could be posted in room to fit the idea of "Oh the places you'll go" -can document the countries we'll study and whose stories we'll read about</li> <li>• Charades for practicing routines and expectations</li> <li>• Anchor charts for reader's notebooks (connections, theme, narrative elements, etc.)</li> </ul>		
<b>Timeline</b>	<b>Routines &amp; Procedures</b>	<b>Reading Skills</b>	<b>Materials</b>
<b>Sept 16-20th</b>	<p>Assessment of this week's targets could come from the prompts we'll use for students' notebooks</p>	<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain the theme of the story, supporting it with text evidence (R2)</li> <li><input type="checkbox"/> I can connect the story's message to my life (R2, 9)</li> <li><input type="checkbox"/> I can explain different kinds of genres and their characteristics (R9)</li> <li><input type="checkbox"/> I can explain how illustrations help me understand the story (R7)</li> </ul>	<ul style="list-style-type: none"> <li>• Mr. Peabody's Apples</li> <li>• The Name Jar</li> <li>• Decibella and her six inch voice</li> <li>• What do you do with a problem? (R2 Theme focus)</li> <li>• We are all wonders</li> </ul>
<b>Timeline</b>	<b>Routines &amp; Procedures</b>	<b>Reading Skills</b>	<b>Materials</b>
<b>Sept 23-27th</b>	See learning targets from weeks 1 and 2	See learning targets from weeks 1 and 2	<ul style="list-style-type: none"> <li>• What do you do with an idea?</li> <li>• Rosie Revere: Engineer</li> </ul>

	Assessment of this week's targets could come from the prompts we'll use for students' notebooks		<ul style="list-style-type: none"> <li>● <b>Officer Buckle and Gloria</b></li> <li>● <b>Ish</b></li> <li>● <b>What if everybody did that?</b></li> </ul>
<i>Q1</i>	<i>Unit 2: Around the world in 15 Stories</i> (SS connection-map skills) (Literary reading and narrative writing: <b>RL1, 2, 3, 9; W3</b> )		
<b>Timeline</b>	<b>Reading</b>	<b>Writing</b>	<b>Materials</b>
<b>Sept 30-Oct 4</b>	<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can identify characters, setting, plot and problem and solution</li> <li>● I can identify characteristics of a fairytale</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Villain</li> </ul> <p><b>Assessment-for reading and writing</b> First "check-in": Compare two tellings of the tale (R9)</p> <p>Introductory activities:</p> <ul style="list-style-type: none"> <li>● Use passports to "travel" the world of stories</li> <li>● Locate these countries on a map</li> <li>● Introduce and create anchor chart for story elements</li> <li>● Students will have listening journals for daily quick write or draw in response to a prompt</li> </ul>	<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can compare similarities and differences between two retellings of Cinderella stories.</li> <li>● I can write an introduction, body paragraph, and conclusion in my response</li> </ul> <p><b>Key Vocabulary</b> Compare/contrast</p> <p><b>Assessment-for reading and writing</b> First "check-in": Compare two tellings of the tale (R9)</p>	<ul style="list-style-type: none"> <li>● "Original" Cinderella --see Abby's big book or library version</li> <li>● Yeh-Shen: A Cinderella story from China</li> <li>● The Rough Face Girl</li> <li>● Adelita</li> </ul>

Timeline	Reading	Writing	Materials
<b>Oct 7-11</b>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>I can identify characters, setting, plot and problem and solution</li> <li>I can describe how the setting affects the story</li> </ul> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> <li>affect/effect</li> </ul> <p>Assessment: <i>For reading and writing</i> Second “check-in”: Opinion writing about your favorite version of the tale (W1)</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>Focus on setting in the listening journal</li> </ul>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>I can state my opinion and support it with three pieces of evidence</li> <li>I can use linking words to support my writing</li> </ul> <p>Key Vocabulary:</p> <p>Assessment: <i>For reading and writing</i> Second “check-in”: Opinion writing about your favorite version of the tale (W1)</p> <p>Activities:</p>	<p>Versions of Cinderella from around the world :</p> <ul style="list-style-type: none"> <li>Egyptian Cinderella</li> <li>The Irish Cinderella</li> <li>Cendrillon: A Caribbean Cinderella</li> <li>The Golden Sandal: A Middle Eastern Cinderella Story</li> </ul>
Timeline	Reading	Writing	Materials
<b>Oct 15-18 (4 days)</b>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>I can identify the point of view/perspective in a story</li> <li>I can describe a character’s point of view or perspective</li> <li>I can compare the point of view or perspective in two different tellings of Cinderella</li> </ul> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> <li>Perspective/point of view</li> <li>First person</li> </ul>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>I can write a story from a different point of view</li> <li>I can write about the point of view of a character</li> </ul> <p>Key Vocabulary:</p> <p>Assessment: Third “check-in”; Telling from another perspective (R6) (students chose an alternate</p>	<p>Choose from the following: <i>(looking for different perspectives)</i></p> <ul style="list-style-type: none"> <li>Abadeha: The Philippine Cinderella</li> <li>The Orphan: A Cinderella Story From Greece</li> <li>Smoky Mountain Rose: An Appalachian Cinderella</li> </ul>

	<ul style="list-style-type: none"> <li>• Third person</li> </ul> <p>Assessment: Third “check-in”; Telling from another perspective (R6) (students chose an alternate character and write a short retell of the story)</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• For each day’s story, model and have students think about the story from an alternate perspective</li> </ul>	<p>character and write a short retell of the story)</p> <p>Activities:</p>	<ul style="list-style-type: none"> <li>• Domitila: A Cinderella Tale from the Mexican Tradition</li> <li>• Jouanah: A Hmong Cinderella</li> <li>• The Turkey Girl: A Zuni Cinderella Story</li> <li>• The Way Meat Loves Salt: A Cinderella story from the Jewish tradition</li> <li>• Anklet for a Princess: A Cinderella story from India</li> </ul>
<b>Timeline</b>	<b>Reading</b>	<b>Writing</b>	<b>Materials</b>
<b>Oct 21-25</b>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>• I can describe actions, thoughts, and feelings of characters in the story</li> <li>• I can describe how dialogue helps us understand what the characters are feeling</li> <li>• I can explain how an author makes their writing interesting by their choice of words, descriptions, and dialogue</li> </ul> <p>Key Vocabulary:</p> <p>Assessment: Fourth “check-in”: Planning and Drafting for Summative Task (W3)</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>• I can brainstorm and choose an idea for my story</li> <li>• I can make a plan for developing my story</li> <li>• I can sequence my story clearly with a problem and solution</li> </ul> <p>Key Vocabulary:</p> <p>Assessment: Fourth “check-in”: Planning and Drafting for Summative Task (W3)</p> <p>Activities:</p>	<p>Choose stories that have not yet been shared</p>



	Activities:	<ul style="list-style-type: none"> <li>Note: have students skip lines as they draft their stories</li> <li>Some students can type their drafts</li> </ul>	
<b>Timeline</b>	<b>Reading</b>	<b>Writing</b>	<b>Materials</b>
<b>Oct 28-Nov 1</b>	<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can explain how an author makes their writing interesting by their choice of words, descriptions, and dialogue</li> <li>I can describe how authors bring their stories to a close</li> </ul> <p>Key Vocabulary</p> <p><b>Assessment (Friday is a celebration day)</b> Summative Task: Narrative writing -Telling a fractured tale (CHROMEBOOKS) Students will:</p> <ul style="list-style-type: none"> <li>Introduce the problem and main character (R2,3)</li> <li>Incorporate elements of a fairytale (anchor chart) (R9)</li> <li>Develop a clear sequence of events to establish and solve the problem (R2,3)</li> <li>Describe actions, thoughts, and feelings to help the reader play a movie in their mind</li> <li>Use words and phrases to signal the order of events (L6)</li> <li>Create a conclusion to draw the story to a close</li> </ul>	<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can use colorful words and dialogue to make my writing more interesting</li> <li>I can revise and edit my writing to make it clear for my reader</li> </ul> <p>Key Vocabulary:</p> <p>Assessment: Same Summative Task</p>	Revisit any texts that would work well as mentors for dialogue/description etc.

Timeline	Reading	Writing	Materials
Nov 4-8	<p><b>Reteaching/Enrichment Week</b></p> <p><b>Ideas:</b></p> <ul style="list-style-type: none"> <li>● Share stories with a younger class</li> </ul> <p><b>Assessment for end of quarter:</b> (Administered during this week)  Easy CBM (comprehension)-administered during one class time (may take a bit longer for some)  DIBELS (accuracy/fluency) -Melissa will do this  Writing Post-Assessment for Q1</p>		
Quarter 2	<p>Unit 3:</p> <p>November:</p> <ul style="list-style-type: none"> <li>● Nonfiction: Cultures around the world (SS connection) (Informational Reading especially <b>R1, 2,3, 5 and W2</b>)</li> <li>● Realistic Fiction: Molly's Pilgrim</li> </ul> <p>December:</p> <ul style="list-style-type: none"> <li>● Opinion/Persuasive Pre-Assessment</li> <li>● Balto Unit</li> <li>● Santa Letter Persuasive Writing Essay</li> </ul> <p>January:</p> <ul style="list-style-type: none"> <li>● Main Idea Unit/Essay Writing: New Year's Resolution Persuasive Essay Writing</li> <li>● Summarizing Unit/Essay Writing</li> <li>● Inferencing Unit/Essay Writing</li> <li>● Context Clues Unit/Essay Writing</li> </ul>		
Timeline	Reading	Writing	Materials
November 12-15th	<b>Begin anchor chart comparing countries and attributes (R3)</b>	<b>Complete countries packet using complete sentences, punctuation, capitalization</b>	<b>Chart paper/bulletin board with top divided in 4 for each</b>



	<ul style="list-style-type: none"> <li>I can read grade level text with sufficient accuracy and fluency to support comprehension (RF4)</li> </ul> <p>The following standards are addressed in discussion and questions contained in comprehension work</p> <ul style="list-style-type: none"> <li>I can describe character traits, motivations, or feelings drawing on specific details from the text (R3)</li> <li>I can develop and answer questions to locate relevant specific details in a text to support and answer or inference (R1)</li> <li>I can determine the meaning of words, phrases, figurative language, and content-specific words (R4)</li> <li>I can explain how my point of view or perspective may differ from that of the author, narrator, or characters in a text (R6)</li> <li>I can explain how specific illustrations contribute to what is conveyed by words in the text (mood/setting) (R7)</li> </ul>		Comprehension Packet Questions and vocabulary work
<b>Timeline</b>	<b>Reading</b>	<b>Writing</b>	<b>Materials</b>
<b>Nov. 18 - 26</b>  <b>NONFICTION</b>	<b>Continue anchor chart comparing countries and attributes (R3)</b>  <b>India:</b> <b>Monday- Friday</b> <b>Teacher read aloud- stop after each page</b>	<b>Complete countries packet using complete sentences, punctuation, capitalization (proper noun focus), and accurate information.</b>  <b>Use rubric to assess weekly country packet.</b>	<b>Chart paper/bulletin board with top divided in 4 for each country and sides divided in 6 (location, land, wildlife, people, school, and play)</b>  <b>Display text feature poster for reference</b>

<p><b>REALISTIC FICTION</b></p>	<ul style="list-style-type: none"> <li>● I can point out text features (R5) discuss how they help us understand the text (R7)</li> <li>● I can identify and discuss central idea/main idea (R2)</li> <li>● I can identify key details using headings and text features (R2)</li> <li>● I can answer to what that section was about (R1)</li> <li>● I can use context clues (R4) and Glossary (L4d ) to determine definitions of content area vocabulary</li> </ul> <p>Independent Practice: Nonfiction Text Feature practice page</p> <p>Assessment: India Quiz (Vocab. And Comprehension)</p> <p><u>Molly's Pilgrim Pages 15-27</u></p> <ul style="list-style-type: none"> <li>● I can read grade level text with sufficient accuracy and fluency to support comprehension (RF4)</li> </ul> <p>The following standards are addressed in discussion and questions contained in comprehension work</p> <ul style="list-style-type: none"> <li>● I can describe character traits, motivations, or feelings drawing on specific details from the text (R3)</li> </ul>	<p>Written responses in comprehension packet using a combination of one sentence response and CPP format</p>	<p>+ Enhance with photos</p> <p>Main Books: Exploring Countries Italy Iraq Japan India</p> <p>Supplemental Books: <u>Here and There</u></p> <p>Each student has a copy of the book <u>Molly's Pilgrim</u></p> <p>Comprehension Packet Questions and vocabulary work</p>
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	<ul style="list-style-type: none"> <li>● I can develop and answer questions to locate relevant specific details in a text to support and answer or inference (R1)</li> <li>● I can determine the meaning of words, phrases, figurative language, and content-specific words (R4)</li> <li>● I can explain how my point of view or perspective may differ from that of the author, narrator, or characters in a text (R6)</li> <li>● I can explain how specific illustrations contribute to what is conveyed by words in the text (mood/setting) (R7)</li> <li>● I can recognize genres and make connections (R9)</li> </ul>		
<b>Timeline</b>	<b>Reading</b>	<b>Writing</b>	<b>Materials</b>
<b>Dec. 2 - Dec. 6</b>  <b>NONFICTION</b>	<p><b>Continue anchor chart comparing countries and attributes (R3)</b></p> <p><b>Iran:</b> <b>Monday- Friday</b> Teacher read aloud- stop after each page</p> <ul style="list-style-type: none"> <li>● I can point out text features (R5) discuss how they help us understand the text (R7)</li> <li>● I can identify and discuss central idea/main idea (R2)</li> <li>● I can identify key details using headings and text features (R2)</li> </ul>	<p><b>Complete countries packet using complete sentences, punctuation, capitalization (proper noun focus), and accurate information.</b></p> <p><b>Use rubric to assess weekly country packet.</b></p> <p><b>Use rubric to assess response journal</b></p>	<p><b>Chart paper/bulletin board with top divided in 4 for each country and sides divided in 6 (location, land, wildlife, people, school, and play)</b></p> <p><b>Display text feature poster for reference</b></p> <p><b>+ Enhance with photos</b></p> <p><b>Main Books: Exploring Countries</b> <b>Italy</b> <b>Iraq</b></p>

<p><b>Writing</b></p> <p><b>Narrative Nonfiction</b></p>	<ul style="list-style-type: none"> <li>● I can answer to what that section was about (R1)</li> <li>● I can use context clues (R4) and Glossary (L4d ) to determine definitions of content area vocabulary</li> </ul> <p><b>Independent Practice: Nonfiction Text Feature practice page</b></p> <p><b>Assessment: Written Response Journal 1.9</b>  <b>“What text feature did you use while reading? How did it help you to better understand the text?” Using T,D,D,D,C</b></p> <p><b>12/2 Opinion Pre-assessment</b></p> <p><b><u>Balto the Dog Who Saved Nome (12/3-12/6) and Accelerated Reader Test</u></b></p> <ul style="list-style-type: none"> <li>● I can read grade level text with sufficient accuracy and fluency to support comprehension (RF4)</li> </ul> <p>The following standards are addressed in discussion and questions contained in comprehension work</p> <ul style="list-style-type: none"> <li>● I can describe character traits, motivations, or feelings drawing on specific details from the text (R3)</li> <li>● I can develop and answer questions to locate relevant specific details in a text to support and answer or inference (R1)</li> </ul>	<p><b>Students will use 2 constructed responses to answer #19 and #20 on the end of story assessment</b></p>	<p><b>Japan</b> <b>India</b></p> <p><b>Supplemental Books: <u>Here and There</u></b></p> <p>Anthology book with story</p>
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	<ul style="list-style-type: none"> <li>● I can determine the meaning of words, phrases, figurative language, and content-specific words (R4)</li> <li>● I can explain how my point of view or perspective may differ from that of the author, narrator, or characters in a text (R6)</li> <li>● I can explain how specific illustrations contribute to what is conveyed by words in the text (mood/setting) (R7)</li> <li>● I can recognize genres and make connections (R9)</li> </ul> <p><b>Assessment:</b></p> <p>End of selection test (18 MC, 2 constructed responses)</p>		
<b>Timeline</b>	<b>Reading</b>	<b>Writing</b>	<b>Materials</b>
<b>Dec. 8 - Dec. 12</b>  <b>NONFICTION</b>	<p><b>Continue anchor chart comparing countries and attributes (R3)</b></p> <p><b>Italy:</b>  <b>Monday- Friday</b>  <b>Teacher read aloud- stop after each page</b></p> <ul style="list-style-type: none"> <li>● I can point out text features (R5) discuss how they help us understand the text (R7)</li> <li>● I can identify and discuss central idea/main idea (R2)</li> </ul>	<p><b>Complete countries packet using complete sentences, punctuation, capitalization (proper noun focus), and accurate information.</b></p> <p><b>Use rubric to assess weekly country packet.</b></p> <p><b>Use rubric to assess response journal</b></p>	<p><b>Chart paper/bulletin board with top divided in 4 for each country and sides divided in 6 (location, land, wildlife, people, school, and play)</b></p> <p><b>Display text feature poster for reference</b></p> <p><b>+ Enhance with photos</b></p> <p><b>Main Books: Exploring Countries</b>  <b>Italy</b></p>



<p><b>Narrative Nonfiction</b></p>	<ul style="list-style-type: none"> <li>• I can identify key details using headings and text features (R2)</li> <li>• I can answer to what that section was about (R1)</li> <li>• I can use context clues (R4) and Glossary (L4d ) to determine definitions of content area vocabulary</li> </ul> <p><b>Independent Practice: Nonfiction Text Feature practice page</b></p> <p><b>Assessment: Writing a Response Journal, Use prompt 5.7 “How did the photographs help you understand the text? Give specific examples.” Using T,D,D,D,C</b></p> <p><b>Balto Extension Unit</b></p> <p><b>Monday- Susan Butcher article and questions (comprehension, vocabulary, word work, and written response comparing our life to hers)</b></p> <p><b>Tuesday- Leveled Readers (Below- <u>The Race Across Alaska</u>, On- <u>Better Than Gold</u>, Advanced- <u>Our Best Friend</u>) &amp; Constructed Response Questions with leveled texts</b></p> <p><b>Wednesday- Read aloud “Barry the Bravest Saint Bernard” by Lynn Hall.</b></p>	<p><b>Written responses in comprehension packet using a combination of one sentence response and CPP format</b></p>	<p><b>Iraq Japan India</b></p> <p><b>Supplemental Books: <u>Here and There</u></b></p> <p>Each student has a copy of the leveled reader, and articles</p> <p>Comprehension Packet Questions and vocabulary work</p> <p><b><u>“Barry the Bravest Saint Bernard”</u> by Lynn Hall</b></p> <p><b>Venn Diagram</b></p>
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	<p><b>Thursday-Compare and contrast Balto and Barry using a Venn Diagram.</b></p> <p><b>Friday- Using the Venn Diagram, write an essay comparing and contrasting Balto and Barry. (2 sentence introduction, 2 body paragraphs, 2 sentence conclusion).</b></p> <p><b>If time: Balto Movie (review and compare graphic organizer- book vs. movie)</b></p> <p><b>If time: explore perspective (ie. dog's point of view/perspective) Journal entry</b></p> <ul style="list-style-type: none"> <li>● I can read grade level text with sufficient accuracy and fluency to support comprehension (RF4)</li> <li>● I can develop and answer questions to locate relevant specific details in a text to support and answer or inference (R1)</li> <li>● I can determine the meaning of words, phrases, figurative language, and content-specific words (R4)</li> <li>● I can recognize genres, and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations (R9)</li> </ul>		
<b>Timeline</b>	<b>Reading</b>	<b>Writing</b>	<b>Materials</b>



	<ul style="list-style-type: none"> <li>Students will need to brainstorm reasons why they should be on the good list (claims) and give examples of each reason to support their opinion.</li> <li>Begin completing the graphic organizer.</li> </ul> <p>Thursday- Draft Letter to Santa &amp; Revise</p> <p>Friday-Edit &amp; Publish letter to Santa</p>	<ul style="list-style-type: none"> <li>4L3: Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> </ul>	
Timeline	Reading	Writing	Materials
<p>January 6 - 10</p> <p>Reading: Main Idea Unit</p> <p>Writing: Persuasive Essay: New Year's Resolution</p>	<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (3R2)</li> <li>I can develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (3R1)</li> </ul> <p>Monday: Introduce Main Idea with Powerpoint Presentation &amp; What Is a Main Idea? What Are Supporting Details? Think Aloud Packet (p. 5-7)</p> <p>Tuesday: Main Idea Article, "How Smart Are Animals?" in Taking the High Road p. 84-92, model short constructed response answers using C,P,P.</p> <p>Wednesday: Partner Main Idea Practice-Task Cards</p>	<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can write an argument to support a claim using clear reasons and relevant evidence. (3W1)</li> <li>I can demonstrate command of the conventions of academic English grammar and usage when writing or speaking. (3L1)</li> <li>I can demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. (3L2)</li> </ul> <p>Monday:</p> <ol style="list-style-type: none"> <li>Review parts of an essay (2 sentence introduction, body paragraph 1, body paragraph 2, conclusion)</li> <li>Introduce topic of essay: "Which is the best New Year's Resolution? Why?"</li> <li>Begin completing graphic organizer for planning essay reasons and evidence from the text.</li> </ol>	<ul style="list-style-type: none"> <li>Main Idea Powerpoint (N.S.W. teacher unit)</li> <li>Scholastic Reading Comprehension Passages that Build Comprehension Book</li> <li>Taking the High Road, Book 2, Book 3</li> <li>Scholastic Informational Passages for Text Marking &amp; Close Reading Comprehension Book</li> <li>Main Idea Assessment passages (N.S.W. Teacher unit)</li> <li>Which New Year's Resolution is Best? Persuasive Essay packet.</li> <li>Test Prep packet #1</li> </ul>

	<p>Thursday: Independent Main Idea Practice “Catch Me If You Can” article and “Teamwork on the Dancefloor” articles and comprehension questions.</p> <p>Friday: Main Idea Assessment passages</p>	<p>Tuesday: Continue completing graphic organizer and begin writing persuasive essay. Be sure students check off all parts of the essay as they write.</p> <p>Wednesday: Finish writing persuasive essay and check work with essay checklist. Share with a partner.</p> <p>Thursday: Practice Test Prep Review (Focus: Looking back in the text for evidence)</p> <p>Friday: Practice Test Prep Review (Focus: Looking back in the text for evidence)</p>	
Timeline	Reading-Summarizing Unit	Writing-Essay Writing	Materials
<p>Jan. 13- Jan. 17</p> <p>Reading: Summarizing Unit</p> <p>Writing: Essay Writing-Barefoot Running</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>☐ I can summarize portions of a text. (3R2)</li> </ul> <p>Monday: Introduce summarizing fiction and non-fiction.</p> <p>Tuesday: Model summarizing non-fiction with the Big 6 (Who? What? When? Where? Why? How?) and a Scholastic News Article, “A Hero in the Making, MLK, Jr.”</p> <p>Wednesday: Model summarizing fiction with Somebody, Wanted, But, So, Then and a fiction story (<u>Lon, Po, Po</u>)</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>☐ I can write an argument to support a claim using clear reasons and relevant evidence. (3W1)</li> <li>☐ I can demonstrate command of the conventions of academic English grammar and usage when writing or speaking.(3L1)</li> <li>☐ I can demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.(3L2)</li> </ul> <p>Monday:</p> <ol style="list-style-type: none"> <li>1. Review parts of an essay (2 sentence introduction, body paragraph 1, body paragraph 2, conclusion)</li> <li>2. Introduce topic of essay: Which New Year’s Resolution is best? Why?</li> </ol>	<ul style="list-style-type: none"> <li>● Summarizing PowerPoint</li> <li>● 5-Finger Organizer</li> <li>● “Somebody-Wanted-But-So-Then” Organizer</li> <li>● <u>Lon Po Po: A Little Red Riding Hood Story from China</u> by Ed Young</li> <li>● <u>The Legend of The Indian Paintbrush</u> Tomie dePaola</li> <li>● Scholastic News</li> <li>● Jeopardy Review Game</li> </ul>

	<p>Thursday-Independent Practice of both summarizing fiction and summarizing nonfiction.</p> <p>Friday-Summarizing Quiz-Have students summarize an article and/or fiction story.</p>	<p>3. Have students read two articles about New Year's Resolutions.</p> <p>4. Begin completing graphic organizer for planning essay reasons and evidence from the text.</p> <p>Tuesday: Continue completing graphic organizer and begin writing persuasive essay. Be sure students check off all parts of the essay as they write.</p> <p>Wednesday: Finish writing persuasive essay and check work with essay checklist. Share with a partner.</p> <p>Thursday: Practice Test Prep Review (Focus: Looking back in the text for evidence)</p> <p>Friday: Practice Test Prep Review (Focus: Looking back in the text for evidence)</p>	
Timeline	Reading	Writing	Materials
<p>January 21- January 24</p> <p>End of Quarter Assessment Week</p>	<ol style="list-style-type: none"> <li>1. Give the Easy CBM Reading Comprehension Assessment.</li> <li>2. Administer Mid-Year Benchmark using Literably.</li> <li>3. DIBELS will be administered to AIS Reading students and any red flags from Literably results.</li> </ol>	<ol style="list-style-type: none"> <li>1. End of Quarter Writing Sample-Which Pet is Best?</li> </ol>	
Timeline	Reading	Writing	Materials

<p><b>January 27- January 31</b></p> <p><b>Inferencing Unit/Mystery Week</b></p> <p><b>Persuasive Essay Writing - “Would You Rather” Opinion</b></p>	<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>❑ I can develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (3R1)</li> </ul> <p><b>Monday:</b> Introduce inferencing with Scholastic teaching resource. Read <u>Scooby Doo and the Haunted Ski Lodge</u> and fill in graphic organizer as a class as you read to record inferences.</p> <p><b>Tuesday:</b> Model inferencing and guided practice with “Mini Mysteries” - The Case of the Sick Teacher (Story #6).</p> <p><b>Wednesday:</b> Partner inferencing fiction and non-fiction story.</p> <p><b>Thursday:</b> Independent practice - Inferencing packet (from <i>Reading Comprehension 3-4</i>)</p> <p><b>Friday:</b> Inferencing quiz.</p>	<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>❑ I can write an argument to support a claim using clear reasons and relevant evidence. (3W1)</li> <li>❑ I can demonstrate command of the conventions of academic English grammar and usage when writing or speaking. (3L1)</li> <li>❑ I can demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. (3L2)</li> </ul> <p><b>“Would You Rather” Opinion Writing</b></p> <p><b>Monday:</b> Introduce opinion topic - Would you rather wrestle a black bear or an alligator? Use “t-chart” for pros and cons. Read articles to students while listing pros and cons.</p> <p><b>Tuesday:</b> Review pros and cons of wrestling each animal. Ask students to form their opinions and start filling out their organizers.</p> <p><b>Wednesday:</b> Continue working on organizers. Once finished planning, students should type their essays.</p> <p><b>Thursday:</b> Typing essays.</p> <p><b>Friday:</b> Give time to share their work with a partner or small group?</p>	<ul style="list-style-type: none"> <li>● Scholastic Teaching Resources, Reading Passages that Build Comprehension: Inference</li> <li>● <b>Mystery books</b> <ul style="list-style-type: none"> <li>○ <u>Scooby Doo and the Haunted Road Trip</u></li> <li>○ <u>Scooby Doo and the Haunted Ski Lodge</u></li> </ul> </li> <li>● “Mini Mysteries” resource book - The Case of the Sick Teacher (Story #6)</li> <li>● Making Inferences graphic organizer</li> <li>● “Would You Rather” Opinion Unit from TpT</li> </ul>
<p><b>Timeline</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Materials</b></p>
<p><b>Quarter 3</b></p>	<p><b>February- Test Prep</b></p>		

	March- April -		
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<p><i>Feb. 3- Feb. 7</i></p> <p><i>ELA Test Practice Test &amp; Review Week</i></p>	<p><b>Edoctrina NY State ELA Practice Test 2018</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can answer comprehension questions which measure the following standards:</li> </ul> <p>CCSS.ELA-Literacy.RI.3.4  CCSS.ELA-Literacy.RI.3.3  CCSS.ELA-Literacy.RI.3.4  CCSS.ELA-Literacy.RI.3.7  CCSS.ELA-Literacy.RI.3.5  CCSS.ELA-Literacy.RI.3.2  CCSS.ELA-Literacy.RL.3.4  CCSS.ELA-Literacy.RL.3.6  CCSS.ELA-Literacy.L.3.4  CCSS.ELA-Literacy.RL.3.2  CCSS.ELA-Literacy.RL.3.3  CCSS.ELA-Literacy.RL.3.3</p>	<p><b>Edoctrina NY State ELA Practice Test 2018</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can construct short responses using a claim and text evidence to support my answer with a focus on the following standards:</li> </ul> <p>CCSS.ELA-Literacy.RI.3.3  CCSS.ELA-Literacy.RI.3.2  CCSS.ELA-Literacy.RI.3.7  CCSS.ELA-Literacy.RI.3.8  CCSS.ELA-Literacy.RI.3.3  CCSS.ELA-Literacy.RL.3.5</p> <p>3W1</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can construct an extended response to answer to a bulleted writing prompt which includes an introduction, body paragraphs, and a conclusion which focus on the following standards:</li> </ul> <p>CCSS.ELA-Literacy.RL.3.3</p> <p>3W2</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can critique other student writing</li> </ul>	<p>2018 3rd Grade NYS ELA test</p> <p>Edoctrina</p> <p>Chromebook</p> <p>Paper copy of assessment</p>
	<p><i>*We will use data results to inform instruction going forward of topics reteach.</i></p>	<p><i>*We will use data results to inform instruction going forward of topics reteach.</i></p>	

<p><i>Feb. 10 - Feb. 13</i></p> <p><i>Reading: Theme/Central Message</i></p> <p><i>Sequence</i></p> <p><i>Writing: Taking the High Road</i></p>	<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>❑ I can determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (3R2)</li> <li>❑ I can develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (3R1)</li> <li>❑ I can describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, <u>sequence</u>, and cause/effect. (3R2)</li> </ul> <p>Monday: Introduce theme/central message with “Determine Theme” worksheet and Dr. Seuss story as a class, model how to correctly sequence the events from that story with sequencing chart</p> <p>Tuesday: Model how to identify the theme of a fiction story.</p> <p>Wednesday: “Find the Theme” task cards with a partner</p> <p>Thursday- “Find the Theme” task cards with a partner</p> <p>Friday- Assess identifying the theme and sequence independently.</p>	<p><b>Taking the High Road</b></p> <p>Day 1- Barn Owls</p> <p>Day 2- A Scary Escape</p> <p>Day 3- Polar Bears</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>❑ I can use linking words and phrases to connect ideas within categories of information (3W1c)</li> <li>❑ I can demonstrate command of the conventions of academic English grammar and usage when writing or speaking. (3L1)</li> <li>❑ I can demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. (3L2)</li> </ul>	<ul style="list-style-type: none"> <li>● Dr. Seuss stories <ul style="list-style-type: none"> <li>○ The Lorax</li> <li>○ The Grinch</li> <li>○ The Sneetches</li> <li>○ Yertle the Turtle</li> <li>○ Horton Hears a Who</li> </ul> </li> <li>● “Determine Theme” worksheet</li> <li>● Sequencing chart</li> <li>● “Find the Theme” task cards</li> <li>● “Common Themes” cheat sheet</li> </ul>
<p><i>Feb. 18- Feb. 21</i></p>	<p><b>Learning Targets:</b></p>	<p><b>Rally Week 1-Green Book 2018</b></p> <p>-Rehearsal Test 1</p>	<ul style="list-style-type: none"> <li>● Characterization Mentor Texts:</li> </ul>

<p><i>Characterization &amp; How a Character Changes</i></p>	<p>☐ I can describe character traits, motivations, or feelings, drawing on specific details from the text. (3R3)</p> <p><b>Monday:</b> Introduce characterization with <u>Brave Irene</u> by William Steig and complete characterization graphic organizer.</p> <p><b>Tuesday:</b> Model understanding how a character changes using text evidence and complete graphic organizer together citing text evidence with the story <u>Each Kindness</u> by Jacqueline Woodson.</p> <p><b>Wednesday:</b> Read aloud <u>Thundercake</u> by Patricia Polacco and have students work with a partner to complete how the character changes including page numbers next to clues cited from text.</p> <p><b>Thursday:</b> Independent Practice (Reading Exit Tickets)</p> <p><b>Friday:</b> Assessment (Wimpy Teacher)</p>		<p>-<u>Brave Irene</u>          -<u>Amazing Grace</u>          -<u>Thundercake</u>          -<u>A Bad Case of Stripes</u>          -<u>Each Kindness</u></p> <ul style="list-style-type: none"> <li>● Characterization Graphic Organizer</li> <li>● How a Character Changes Graphic Organizer</li> <li>● Characterization Assessment Passages from Wimpy Bundle</li> <li>● Characterization Exit Tickets</li> <li>● Rally 2018 Student Booklet, Green Rehearsal Test 1</li> </ul>
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<p><i>Feb. 24 – Feb. 28</i></p> <p><i>Cause &amp; Effect/, Context Clues, Point of View</i></p>	<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>● I can describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (3R3)</li> <li>● I can determine the meaning of words, phrases, figurative language, and academic and content-specific words. (3R4)</li> <li>● I can discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text.</li> </ul> <p><b>Monday:</b> Review cause and effect. Read aloud one of the cause and effect mentor texts. <u>Alexandar and the Terrible, Horrible, No Good, Very Bad Day</u></p> <p><b>Tuesday:</b> Review context clues and model how to determine the meaning of unknown words in passages using the Taking the High Road, “The Boy Who Cried Wolf: An Aesop’s Fable”</p> <p>-Student independent practice on context clues worksheets-Using Context Clues packet pg.9-13 from the Scholastic Teaching Resources Book, “Reading Passages that Build Comprehension: Context Clues”</p> <p><b>Wednesday:</b> Review point of view/perspective using powerpoint. Read aloud <u>The Day the</u></p>	<p><b>Rally Week 2-Green Book 2018</b> -Rehearsal Test 2</p>	<p><b>Mentor Texts for Cause &amp; Effect:</b></p> <ul style="list-style-type: none"> <li>- <u>Alexandar and the Terrible, Horrible, No Good, Very Bad Day</u></li> <li>- <u>A Chair for My Mother</u></li> <li>- <u>The Giving Tree</u></li> <li>- <u>Strega Nona</u></li> </ul> <p>-if Reading Comprehension Book Cause and Effect Packet pg. 35-42.</p> <p><b>Context Clues:</b></p> <ul style="list-style-type: none"> <li>-Taking the High Road, “The Boy Who Cried Wolf: An Aesop’s Fable”</li> <li>-Scholastic “Reading Passages that Build Comprehension-Context Clues” packet pg 9-13</li> <li>-Common Core Connections Language Arts, Grade 3 Book</li> </ul> <p><b>Point of View:</b></p> <ul style="list-style-type: none"> <li><u>The Day the Crayons Came Home</u></li> <li>-Point of view graphic organizer.</li> <li>-Point of View Passages</li> </ul>
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	<p><u>Crayons Came Home</u>. Complete point of view &amp; character's perspective about the story.</p> <p><b>Thursday: Practice Day</b>-Students complete independent practice of all three skills reviewed this week.</p> <p>Context Clues Practice- pg. 58 (Common Core Connections Language Arts, Grade 3 Book)</p> <p>Cause and Effect Practice-</p> <p>Point of View Practice-</p> <p><b>Friday: Continue practicing skills and going over correct responses and/or assess.</b></p> <p><b>Assessments-</b></p> <p><b>Context Clues</b>-pg. 59 (Common Core Connections Language Arts, Grade 3 Book)</p> <p><b>Cause and Effect-</b></p> <p><b>Point of View-</b></p>		
<p><i>March 2 - March 6</i></p> <p><i>Practice NY State Test #2</i></p>	<p><b>Edoctrina NY State ELA Practice Test 2019</b></p> <p><input type="checkbox"/> I can answer comprehension questions which measure the following standards:</p> <p>CCSS.ELA-Literacy.L.3.4  CCSS.ELA-Literacy.RL.3.3  CCSS.ELA-Literacy.RL.3.3  CCSS.ELA-Literacy.RL.3.4  CCSS.ELA-Literacy.RL.3.5  CCSS.ELA-Literacy.RL.3.2</p>	<p><b>Edoctrina NY State ELA Practice Test 2019</b></p> <p><input type="checkbox"/> I can construct short responses using a claim and text evidence to support my answer with a focus on the following standards:</p> <p>CCSS.ELA-Literacy.RI.3.3  CCSS.ELA-Literacy.RI.3.2  CCSS.ELA-Literacy.RL.3.5  CCSS.ELA-Literacy.RL.3.3  CCSS.ELA-Literacy.RL.3.2  CCSS.ELA-Literacy.RI.3.4</p>	<p><b>2019 3rd Grade NYS ELA test</b></p> <p><b>Edoctrina</b></p> <p><b>Chromebook</b></p> <p><b>Paper copy of assessment</b></p>

	<p>CCSS.ELA-Literacy.RI.3.3  CCSS.ELA-Literacy.RI.3.2  CCSS.ELA-Literacy.RI.3.7  CCSS.ELA-Literacy.RI.3.4  CCSS.ELA-Literacy.RI.3.5  CCSS.ELA-Literacy.RI.3.3</p> <p><i>*Student data will be collected and used to inform instruction.</i></p>	<p>3W1</p> <ul style="list-style-type: none"> <li>❑ I can construct an extended response to answer to a bulleted writing prompt which includes an introduction, body paragraphs, and a conclusion which focus on the following standards:</li> </ul> <p>CCSS.ELA-Literacy.RI.3.3</p> <p>3W2</p> <ul style="list-style-type: none"> <li>❑ I can critique other student writing</li> </ul> <p><i>*Student data will be collected and used to inform instruction.</i></p>	
<i>March 9 - March 11</i>	<b>Reteach/Review Week (Data Driven Instruction Based on Test Results)</b>	<b>Taking the High Road</b> 1. <b>City Mouse, Country Mouse</b>	
<i>March 17- March 20</i>	<b>Reteach/Review Week (Data Driven Instruction Based on Test)</b>	<b>Rally-Blue Book 2017</b> 1. <b>Rehearsal Test 1</b>	
<i>March 23 - March 27</i>	<b>NYS State ELA Test!</b>	<b>NY State ELA Test!</b>	
<i>Q 4</i>	<p><b>April-</b> Literature Circles/Magic Tree House &amp; Research Project</p> <p><b>May-</b> Novel Study &amp; Research Project</p> <p><b>June-</b> Country Study/Poetry</p>		

<p><i>March 30 - April 3</i></p>		<p><b>End of Quarter Reading &amp; Writing Assessments</b></p>	<p><b>Literature Circles/Book Club:</b>          Magic Tree House <u>Day of the Dragon King</u> &amp;          Magic Tree House <u>Dragon of the Red Dawn</u></p> <p>Literature Circle Roles</p> <p>Introduce the literature circle roles and give a brief overview of each.</p> <p>As you read each chapter, model and practice each literature circle role.          Repeat with each chapter until all roles have been taught and practiced.</p> <p>Assign roles to groups of students to practice for the remaining chapters of the story.</p> <p>Read Chapters 1-5</p>	
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<p><i>April 13-April 17</i></p> <p><i>China Paired Text Unit with Nonficti on &amp; Magic Tree House</i></p>	<p><b>China: A Community Around the World</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify and use text features to build comprehension in informational texts. (3R5)</li> <li><input type="checkbox"/> I can develop and answer questions to locate relevant and specific details in a text to support an answer or inference.</li> </ul> <p><b>Monday:</b> China-S.S. Textbook</p> <p><b>Tuesday:</b></p> <p><b>Wednesday:</b></p> <p><b>Thursday:</b> Chinese New Year</p> <p><b>Friday:</b> Children in China</p>	<p><b>Literature Circles/Book Club:</b>          Magic Tree House <u>Day of the Dragon King</u> &amp;          Magic Tree House <u>Dragon of the Red Dawn</u></p> <p>Literature Circle Roles</p> <p>Introduce the literature circle roles and give a brief overview of each.</p> <p>As you read each chapter, model and practice each literature circle role.          Repeat with each chapter until all roles have been taught and practiced.</p> <p>Assign roles to groups of students to practice for the remaining chapters of the story.</p> <p>Read Chapters 6-10</p>	
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<p><i>April 20 - April 24 (Parent Teacher Confere nces-2 half days)</i></p>		<p><b>NYS Math Test Week</b>   <b>Country Mini-Unit: India &amp; Italy</b>   <b>Read Trade Book and answer comprehension questions.</b>   <b>Take A.R. test.</b></p>	<p>NYS Math Test Week</p>	<p>*Due to state tests and parent-teacher conferences we each will only have one section of students for the majority of the week.</p>
<p><i>April 27 - May 1  Wrap of Magic Tree House Literatu re Circles</i></p>		<p><b>Novel Study-Because of Winn Dixie</b>   <b>Chapters 1-4</b></p>	<p>Begin Research Project (Stevens-Animals, Baez-Insects)</p>	
<p><i>May 4 - May 8</i></p>		<p><b>Novel Study-Because of Winn Dixie</b>   <b>Chapters 5-8</b></p>	<p>Research Project</p>	
<p><i>May 11 - May 15</i></p>		<p><b>Novel Study-Because of Winn Dixie</b>   <b>Chapters 9-12</b></p>	<p>Research Project</p>	
<p><i>May 18 - May 20</i></p>		<p><b>Novel Study-Because of Winn Dixie</b>   <b>Chapters 13-16</b></p>	<p>I Research Project</p>	

<p><i>May 26</i> - <i>May</i> <i>29</i></p>		<p><b>Novel Study-Because of Winn Dixie</b> <b>Chapters 17-20</b></p>	<p>Animal Research Project</p>	
<p><i>June 1-</i> <i>June 5</i></p>		<p><b>Novel Study-Because of Winn Dixie</b> <b>Chapters 21-24</b></p>	<p>End of Quarter Assessments</p>	
<p><i>June 8</i> - <i>June</i> <i>12</i></p>		<p><b>Novel Study-Because of Winn Dixie</b> <b>Chapters 25 &amp; 26</b> <b>End of Book Test</b> <b>Movie/Book Comparison</b> <b>Because of Winn Dixie Party</b></p>	<p>Poetry</p>	
<p><i>June 15</i> - <i>June</i> <i>19</i></p>		<p><b>End of Year Review</b></p>	<p>Poetry</p>	

<i>June 22</i> <i>- June</i> <i>26</i>		<b>End of Year Review</b>		
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