

UNIT #1: 1 st Marking Period Perseverance, Belonging	TIMEFRAME: [eg, Sept. 1 st –Oct. 16 th 6 weeks]
<p>BIG IDEA(S): <u>Reading Strategies/ Vocabulary Skills</u></p> <ul style="list-style-type: none"> Summarizing Illustrations Predicting Finding Main Idea Paraphrasing vs. Inference Compare and Contrast Character Analysis Author's purpose Annotation introduced Vocabulary in Context <p><u>Topics</u> Belonging, Perseverance, Desire/Thirst for Knowledge</p> <ul style="list-style-type: none"> <u>Writing Strategies</u> Compare and Contrast Paraphrasing introduced <p><u>Grammar</u> The Four Kinds of Sentences Complete and Simple Subject</p> <p><u>Test Prep</u></p> <ul style="list-style-type: none"> Open-ended response. Practice test taking strategies. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> What are the four types of sentences? How do readers determine the main idea of any text? What strategies do good readers use to paraphrase and infer? How do topic sentences help us write strong paragraphs? What does a good topic sentence tell readers? Why are topic sentences important? What strategies do good readers use to infer themes? How do you determine the author's purpose for writing a text? What does it mean to summarize? What is the difference between complete and simple subjects? What is the difference between complete and simple predicates? Why is it important to annotate and restate?
<p>ENDURING UNDERSTANDINGS: Students will understand that...</p> <ul style="list-style-type: none"> The four types of sentences are: 1) declarative 2) imperative 3) interrogative and 4) exclamatory The main idea of a nonfiction passage is the argument. The main idea of a fictional text is the theme. Writers use topic sentences which tell readers what a paragraph is all about. Good readers paraphrase as they read; they put sentences in their own words. Good readers ask questions to draw inferences from the text in order to figure out what the text means. Good readers annotate, summarize and analyze details in a text. Writers have a reason for writing and we should be able to determine what their purpose is for writing. 	
READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies Knowledge/Comprehension	Tier 1 Standards: <ul style="list-style-type: none"> RL.CR.3.1

	<ul style="list-style-type: none"> • RL.CI.3.2 • RL.IT. 3.3 • L.VL.3.4 • RL.TS.3.4 • RL.PP.3.5 • RI.CR.3.1 • RI.CL.3.2 • RL.PP.3.5 • RI.MF.3.6 • RI.AA.3.7 • RI.CT.3.8 • L.RF.3.3a • L.RF.3.3d • L.RF.3.4, 3.4a-c • L.WF.3.3
<ul style="list-style-type: none"> • Read realistic fiction passages and answer literal comprehension questions. • Define what it means to paraphrase using TLC handout “How to Paraphrase..” • Define what it means to infer using TLC handout “Paraphrasing and Inference Organizer.” • Define what a topic sentence is and how to find one using TLC “How to find a Topic Sentence.” • Use context clues in order to define vocabulary. • Define root words and text vocabulary. • Identify parts of speech, synonyms, and antonyms for vocabulary words. • Identify three events from the story that support the theme . • Differentiate between various genres by identifying and defining the genre of each story before reading. • Define theme. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • TLC: “How to Paraphrase” http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D58& • TLC: Paraphrasing and Inference Organizer http://www.literacycookbook.com/page.php?id=5 • TLC: “How to Find a Topic Sentence” http://www.literacycookbook.com/page.php?id=18TLC: • “What About Me?”-<i>Reading Street</i> textbook Unit 1 • “My Rows and Piles of Coins”-<i>Reading Street</i> textbook Unit 1 • <i>Writing to Sources</i> book- pg.31 • <i>Freckle Juice</i> by Judy Blume • Reading Street Student Workbook • Wordly Wise 3 Student Workbook • DDAT worksheet • http://www.literacycookbook.com/page.php?id=2
Tier 2 Activities/Strategies (Application/Analysis)	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> • RL.CR.3.1 • RL.CI.3.2 • RL.IT. 3.3 • L.VL.3.4 • RL.TS.3.4 • RL.PP.3.5 • RI.CR.3.1 • RI.CL.3.2 • RL.PP.3.5 • RI.MF.3.6 • RI.AA.3.7

	<ul style="list-style-type: none"> • RI.CT.3.8 • L.RF.3.3a, • L.RF.3.3d • L.RF.3.4a-c • L.WF.3.3 • L.WF.3.2
<ul style="list-style-type: none"> • Draw inferences from nonfiction texts. • Analyze paragraphs with topic sentences and determine what the topic sentence of a paragraph is. • Analyze characters by completing a character analysis sheet. • Read realistic fiction passages and answer inference and main idea questions. • Infer the main idea of a story and then summarize it. • Ask effective questions while reading. • Hypothesize the meaning of vocabulary words using context clues. • Identify and list general characteristics of each genre while reading each story. • Keep track of specific details throughout the text to learn how the theme develops. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • TLC DDAT Character Chart https://www.literacycookbook.com/download.php?did=90 • Character analysis sheet (Teacher made document) • What About Me?"-<i>Reading Street</i> textbook Unit 1 • "My Rows and Piles of Coins"-<i>Reading Street</i> textbook Unit 1 • <i>Writing to Sources</i> book- pg.31 • <i>Freckle Juice</i> by Judy Blume • TLC Paraphrase, Question, Infer, and Summarize chart http://www.literacycookbook.com/download.php?did=61 • Reading Street Student Workbook • Wordly Wise 3 Student Workbook • DDAT worksheet http://www.literacycookbook.com/page.php?id=2 learnzillion power point
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • RL.CR.3.1 • RL.CI.3.2 • RL.IT. 3.3 • L.VL.3.2 • RL.TS.3.4 • RL.PP.3.5 • RI.CR.3.1 • RI.CL.3.2 • RL.PP.3.5 • RI.MF.3.6 • RI.AA.3.7 • RI.CT.3.8 • L.RF.3.3a, • L.RF.3.3d • L.RF.3.4a-c • L.WF.3.3
<ul style="list-style-type: none"> • Compare and contrast the main characters in "What About Me" and "Rows and Piles of Coins." 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • TLC character traits: Quote and Explain http://www.literacycookbook.com/download.php?did=58

<ul style="list-style-type: none"> • Compare and contrast the theme in “What About Me” and “Rows and Piles of Coins” by looking at character actions. • Generate their own questions about their reading and answer them with inferences and text evidence. • Write sentences using vocabulary words to show meaning. • Write effective paragraphs with topic sentences. • Consult reference materials, glossary, and beginning dictionaries, to check and correct spellings. • Produce simple and compound sentences. 	<ul style="list-style-type: none"> • TLC QIEE Sheet http://www.literacycookbook.com/download.php?did=90 • TLC DDAT Character Chart • https://www.literacycookbook.com/download.php?did=90 • “What About Me?”-<i>Reading Street</i> textbook Unit 1 • “My Rows and Piles of Coins”-<i>Reading Street</i> textbook Unit 1 • Writing to Sources book- pg.31 • <i>Freckle Juice</i> by Judy Blume • Teacher can select sample texts from Social Studies textbook, Science textbook, etc. • <i>Wordly WiseBook 3</i> spelling textbook • <i>CloserLook</i> science textbook Unit A • Learnzillion power point
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Open-ended response comparing and contrasting the main characters from two texts and how each one reaches his goal. Character Analysis worksheet. • Writing paragraphs with effective topic sentences.. • Students will take reading comprehension tests to measure progress. Comprehension will also be informally assessed through participation in class discussions. • Reading tests • Teacher observation of student participation. • Class participation and discussion • Writing journals/notebooks/ reading response journals • Write a paragraph to explain the author’s purpose about the details used in two stories. Group related ideas and conjunctions to connect ideas. See Writing and Grammar 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • See Tier 3 • SMARTboard • Type writing on laptops • Test section: Fill in the blank section using new vocabulary from a word bank. • Test section: Choose which scenario defines a given vocabulary word and explain why you choose it. • Test section: Use stronger words in a paragraph by crossing out weak words and replacing them with new, stronger vocabulary words. • Test section: Answer open questions using information from the text. • Track and grade student participation in class answering questions in complete sentences and tracking peers.
<p>WRITING and GRAMMAR</p>	<p>RELEVANT RESOURCES/MATERIALS/Standards</p>
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • W.AW.3.1 • W.NW.3.3 • L.WF.3.3
<ul style="list-style-type: none"> • Define what a topic sentence is and how to find one using TLC “How to find a Topic Sentence.” 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • Language Arts textbook/workbook Unit 1

<ul style="list-style-type: none"> • Define the basic pieces of an open-ended response question: topic sentence, evidence/examples, explanation, concluding sentence. • Identify the characteristics of commands, statements, questions, and exclamatory sentences. • Define subject and predicate. • Identify subjects and predicates in a sentence. • Define compound sentences. 	<ul style="list-style-type: none"> • Story detectives http://www.literacycookbook.com/download.php?did=90 • Reading/Writing response journals • Narrative Writing Pre-writing organizer http://www.literacycookbook.com/page.php?id=150 • TLC: “How to Find a Topic Sentence” http://www.literacycookbook.com/page.php?id=18TLC Language Arts textbook Unit 1
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • W.AW.3.1 • W.NW.3.3 • L.WF.3.3
<ul style="list-style-type: none"> • Identify three events from the story that support the theme. • Use vocabulary correctly in their own writing. • Use vivid details to grab the readers’ interest in open-ended responses. • Choose details that support their main idea. • Revise drafts through elaboration and word choice. • Analyze sentences to determine which type they are. • Revise paragraphs based on feedback from the teacher. • Differentiate subjects and predicates. • Combine compound sentences with a comma and the word “and.” • Practice identifying subject and predicates within sentences. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • Language Arts textbook/workbook Unit 1 • Story detectives http://www.literacycookbook.com/download.php?did=90 • Reading/Writing response journals • Narrative Writing Pre-writing organizer http://www.literacycookbook.com/page.php?id=150 • TLC: “How to Find a Topic Sentence” http://www.literacycookbook.com/page.php?id=18TLC • Language Arts textbook Unit 1 • Language Arts Student Workbook • “What About Me?”-Reading Street textbook Unit 1 • “My Rows and Piles of Coins”-Reading Street textbook Unit 1 • Narrative Writing Pre-writing organizer http://www.literacycookbook.com/page.php?id=150 • Story detectives http://www.literacycookbook.com/download.php?did=90 • Reading/Writing response journals • Look Back and Write (reading series companion) • Wordly Wise 3 Student Workbook • Reading Street Student Workbook
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • W.AW.3.1 • W.NW.3.3 • L.WF.3.3

<ul style="list-style-type: none"> • After reading “My Rows and Piles of Coins” – write the theme of “What About Me?” could be applied to “My Rows and Piles of Coins”. • Compare Booker “More Than Anything Else” to the main character in “What About Me?” or “My Rows and Piles of Coins”. How are they alike? How are they different? How do the settings in each story contribute to the development of the character? • Draft paragraphs using the four sentence types, command, statement, question, and exclamatory. • Write responses to open ended questions using complete sentences. • Identify and correct run-on sentences. • Write 5 sentences. Exchange with a partner. Have a partner circle subject and underline predicate in each sentence. Use vocabulary correctly in their own writing. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • <i>More Than Anything Else</i> –Mary Bradby • “What About Me?”-Reading Street textbook Unit 1 • “My Rows and Piles of Coins”-Reading Street textbook Unit 1 • Language Arts textbook/workbook Unit1 • Story detectives • http://www.literacycookbook.com/download.php?did=90 • Reading/Writing response journals • TLC: “How to Find a Topic Sentence” • http://www.literacycookbook.com/page.php?id=18TLC • Language Arts textbook Unit 1 • Learnzillion.com
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Write a paragraph to explain the author’s purpose about the details used in two stories. Group related ideas and conjunctions to connect ideas. See Reading. • Performance based assessment - Multiple choice and written response format. • Friday night write journal prompts. (ex. Decide which character in the selection he or she would most like to spend the day with and why. Provide evidence from the text to support your answer.) • 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • SMARTBoard • Videos • Laptops • Language Arts Comprehensive Assessment
<p>TEST PREP</p>	<p>RELEVANT RESOURCES/MATERIALS/Standards</p>
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • RL.CR.3.1 • RL.CI.3.2 • RL.IT. 3.3 • L.VL.3.2 • RL.TS.3.4 • RL.PP.3.5 • RL.MF.3.6 • RI.CR.3.1 • RI.CL.3.2

	<ul style="list-style-type: none"> • RL.PP.3.5 • RI.MF.3.6 • RI.AA.3.7 • RI.CT.3.8 • L.WF.3.2 • L.RF.3.3a • L.RF.3.3d • L.RF.3.4a-c • W.AW.3.1 • W.NW.3.3 • SL.PE.3.1 • SL.II.3.2 • SL.ES.3.3 • SL.PI.3.4 • SL.AS.3.6
<ul style="list-style-type: none"> • Identify and label vocabulary in context. • Review basic test-taking strategies such as: process of elimination, referring back to the passage, and using context clues to determine meanings of unknown words. • Paraphrase a variety of different texts. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • More Than Anything Else –Mary Bradby • “What About Me?”-Reading Street textbook Unit 1 • “My Rows and Piles of Coins”-Reading Street textbook Unit 1 • Teacher can select sample texts from Social Studies textbook, Science textbook, etc.
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • RL.CR.3.1 • RL.CI.3.2 • RL.IT. 3.3 • L.VL.3.2 • RL.TS.3.4 • RL.PP.3.5 • RI.CR.3.1 • RI.CL.3.2 • RL.PP.3.5 • RI.MF.3.6 • RI.AA.3.7 • RI.CT.3.8 • L.RF.3.3a • L.RF.3.3d • L.RF.3.4a-c • W.AW.3.1 • W.NW.3.3 • SL.PE.3.1 • SL.II.3.2 • SL.ES.3.3 • SL.PI.3.4 • SL.AS.3.6 • L.WF.3.2
<ul style="list-style-type: none"> • Use knowledge of compound words to unpack the meaning of the word. • Practice applying test-taking strategies. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • More Than Anything Else –Mary Bradby

<ul style="list-style-type: none"> •Make inferences when reading a variety of texts. 	<ul style="list-style-type: none"> • “What About Me?”-Reading Street textbook Unit 1 • “My Rows and Piles of Coins”-Reading Street textbook Unit 1 • Teacher can select sample texts from Social Studies textbook, Science textbook, etc.
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> • RL.CR.3.1 • RL.CI.3.2 • RL.IT. 3.3 • L.VL.3.2 • RL.TS.3.4 • RL.PP.3.5 • RL.MF.3.6 • RI.CR.3.1 • RI.CL.3.2 • RL.PP.3.5 • RI.MF.3.6 • RI.AA.3.7 • RI.CT.3.8 • L.RF.3.3a • L.RF.3.3d • L.RF.3.4a-c • W.AW.3.1 • W.NW.3.3 • SL.PE.3.1 • SL.II.3.2 • SL.ES.3.3 • SL.PI.3.4 • SL.AS.3.6
<ul style="list-style-type: none"> • Evaluate incorrect answers: explain why they are incorrect, and tell how to correct them. • Evaluate how effectively someone else paraphrased a particular text. • Provide inferences based on evidence from the text. • Write OERs comparing multiple texts. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • More Than Anything Else –Mary Bradby • “What About Me?”-Reading Street textbook Unit 1 • “My Rows and Piles of Coins”-Reading Street textbook Unit 1 • Teachers can select sample texts from Social Studies textbook, Science textbook, etc.
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • ANet assessment 1 • PARCC practice test • ANET quizzes • Write OERs comparing multiple texts. 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • Use laptops to complete ANet assessment SmartBoard use on line tools to annotate passages and questions.
<p>SPEAKING/ LISTENING</p>	<p>RELEVANT RESOURCES/MATERIALS/Standards</p>

Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • SL.PE.3.1 • SL.II.3.2 • SL.ES.3.3
<ul style="list-style-type: none"> • Practice following agreed upon rules for discussion such as gaining the floor in respectful ways, maintaining eye contact, listening to others with care speaking one at a time about the topics and texts under discussion. Think, pair, share- connections they might have to characters throughout the reading • Turn and talk • Listen to a Readers Theater and respond to questions for <i>Freckle Juice</i>. • Identify the reasons and evidence a speaker provides to support particular points. • Paraphrase portions of a text read aloud. • Students will listen to the teacher read aloud “Boomtown” by Sonia Levitin. Students will express any connections they might have to characters throughout the reading. • Model how to use performance rubric 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • “Boomtown” by Sonia Levitin • “What About Me?”-Reading Street textbook Unit 1 • “My Rows and Piles of Coins”-Reading Street textbook Unit 1 • Readers Theater- <i>Freckle Juice</i> by Judy Blume • Performance rubric – teacher made document (Rubistar.com)
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • SL.PI.3.4 • SL.AS.3.6
<ul style="list-style-type: none"> • Infer what the message is in the Reader’s Theater. • Perform <i>Freckle Juice</i> Readers Theater for Kindergarten and respond to their questions. • -Share their own open-ended response writings with classmates. • Practice fluency while reading Friday journal writing aloud to a neighbor. • The listener will paraphrase what was read to them by his or her partner. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • Readers Theater- <i>Freckle Juice</i> by Judy Blume
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • SL.PE.3.1 • SL.ES.3.3
<ul style="list-style-type: none"> • Judge classmates’ performance in the Readers Theater using the performance rubric. • Speak clearly at an understandable pace during performance of Reader’s Theater 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • Readers Theater- <i>Freckle Juice</i> by Judy Blume • Student Journals • Performance rubric – teacher made document (Rubistar.com)

<ul style="list-style-type: none"> Students will share their writing and reading journal entries with the class and the teacher. 	
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> Students will participate in guided discussions. Perform <i>Freckle Juice</i>.. Complete performance rubric. Graded on participation in discussions and how they listen.. 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> The ability to listen attentively and speak effectively is invaluable in school, in career, and in life. Use SMARTBoard to project backgrounds for play.
ADDITIONAL OVERALL NOTES (e.g., field trips, guest speakers):	

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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