

UNIT #2: Second Marking Period: Community	TIMEFRAME: 2 nd marking period, Nov. 05, 2015- Jan. 21, 2016
<p>BIG IDEA(S):</p> <p><u>Reading Strategies/Vocabulary</u></p> <ul style="list-style-type: none"> • Themes • Summarizing • Illustrations • Predicting • Vocabulary in Context • Compare and Contrast • Character Analysis • Author's purpose • Paraphrasing vs. Inference • Finding Main Idea • Annotating questions • Restating questions • Draw inferences from the text • Integrate information from a story • Genre: Historical Fiction • PARCC Narrative Writing <p><u>Topics</u></p> <ul style="list-style-type: none"> • Belonging as related to family, friends and community at large. • Loss and compassion. • Problem solving. <p><u>Writing Strategies</u></p> <ul style="list-style-type: none"> • Narrative writing • Paraphrasing • Open Ended Response • Literary Analysis <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Common and proper nouns • Singular and plural nouns • Abbreviations and titles • Singular and plural possessive nouns • Distinguish possessive vs. plural nouns • Abbreviate titles, days and months • Writing questions for different purposes. • <p><u>Test Prep</u></p> <ul style="list-style-type: none"> • PARCC narrative writing tasks. 	<p>ESSENTIAL QUESTIONS:</p> <p><u>Reading/Vocabulary</u></p> <ul style="list-style-type: none"> • Which skills help us make our way in the world? • What are smart ways that problems are solved? • What are the difficulties that arise in keeping one's promise and the results of doing so or not doing so? <p><u>Writing</u></p> <ul style="list-style-type: none"> • How do details and transitions help bring a narrative story to life? • How do I use the 5W's and H to plan and write a topic sentence? • Why do people write narratives? • How can quotes and emotions be used in the closing statement for narrative writing? • How do you organize ideas into a paragraph? • How do you determine the author's purpose for writing a text?

<ul style="list-style-type: none"> • Annotating • Highlighting what is important • Open-ended response • ANET 2 assessment 	
<p>ENDURING UNDERSTANDINGS: Students will understand that...</p> <ul style="list-style-type: none"> • Good readers annotate, summarize and analyze details in a text. • A noun is a word that names a person, place, or thing. • Writers have a reason for writing and we should be able to determine what their purpose is: To inform, entertain, persuade, inspire. • Evidence is needed to support main ideas. • When you write open-ended responses you should restate the question, answer with specific information from the text, and provide a punchy insight. • Components for writing narratives include character, character traits, setting, and SWBS (somebody, wanted, but, so). 	
READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
<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.3.4 • RL.TS.3.4 • RL.PP.3.5 • RL.MF.3.6 • RL.CT.3.8 • 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.3.3, 3.3a-d, L.RF.3.4, 3.4a-c • L.VL.3.2a-d • L.VI.3.3a-c • L.WF.3.2
<ul style="list-style-type: none"> • Locate New Jersey and Maryland on a map. • Define historical fiction genre. • Introduce vocabulary: use words in sentences and have students work in pairs to hypothesize definition. • Define elements of Narrative writing. • Compare and contrast Little Willy’s School to Soaring Heights. • Use context clues in order to define vocabulary. • Define text vocabulary. • Identify parts of speech, synonyms, and antonyms for vocabulary words. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • <i>Stone Fox</i> by John Reynolds Gardiner http://www.literacycookbook.com/page.php?id=2 • <i>Vocabulary Workshop</i> • <i>Snowflake Bentley</i> – Jacqueline Briggs Martin (Read aloud) • http://www.readworks.org/lessons/grade3/snowflake-bentley/paired-text-questions • “Prudy’s Problem and How She Solved It”, <i>Reading Street</i> textbook • “William’s House” <i>Reading Street</i> textbook • <i>Stone Fox</i> by John Reynolds Gardiner • <u>Read Alouds:</u> • <i>Snowflake Bentley</i> by Jacqueline Briggs Martin

<ul style="list-style-type: none"> • Describe Bentley's environment and his interactions with it. • Describe Willy's environment and his interactions with it. 	<ul style="list-style-type: none"> • <i>More Than Anything</i> by Marie Bradby
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.3.4 • RL.TS.3.4 • RL.PP.3.5 • RL.MF.3.6 • RL.CT.3.8 • 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.3.3, 3.3a-d, L.RF.3.4, 3.4a-c • L.VL.3.2a-d • L.VI.3.3a-c
<ul style="list-style-type: none"> • Analyze characters by completing a character analysis sheet. • Write questions (ex. vocabulary, unclear wording) as you read. • Read passages and answer inference and main idea questions. • Explain and draw inferences from the text. Use events from the story to prove that the following statements are true: 1.)Stone Fox was both intimidating and admirable. 2.) Stone Fox was kind as well as cruel. • Explain what it means to make inferences. • Generate questions and inferences about the text using the QIEE organizers. • Describe the environment in which Bentley lived using vivid vocabulary. • Hypothesize the meaning of vocabulary words using context clues. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • TLC • <i>Stone Fox</i> by John Reynolds Gardiner • <i>Vocabulary Workshop</i> • Character analysis organizer http://www.literacycookbook.com/download.php?did=90 • Thick vs. Thin Questions • http://www.literacycookbook.com/download.php?did=81 • QIEE Organizer http://www.literacycookbook.com/download-zone.php?did=76 • Vocabulary hypothesis sheet (teacher made document) • <i>Snowflake Bentley</i> – Jacqueline Briggs Martin (Read aloud) http://www.readworks.org/lessons/grade3/snowflake-bentley/paired-text-questions •
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • 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.VL.3.2 • L.RF.3.4 • SL.II.3.2 • L.VI.3.3a-c • L.VL.3.2a-d • L.WF.3.2
<ul style="list-style-type: none"> • Identify and address outstanding questions generated by peers. • Evaluate the impact a person's environment can have on his/her life and the adaptations needed to survive. • Integrate information from the nonfiction passage "Cool Prize" and the book <i>Snowflake Bentley</i> to describe the importance of snowflake photography • Students will be given a passage to read and replace words or phrases with strong, robust vocabulary words from the <i>Vocabulary Workshop</i> lesson. • Write sentences using this unit's vocabulary, providing context to show meaning. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • http://www.readworks.org/lessons/grade3/snowflake-bentley/paired-text-questions • <i>Snowflake Bentley</i> – Jacqueline Briggs Martin (Read aloud) • Paired Reading "Cool Prize" • <i>Vocabulary Workshop</i>
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • 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. • Open-ended response comparing and contrasting the main characters from two texts and how each one reaches his goal. • Character Analysis worksheet. 	<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.

WRITING and GRAMMAR	RELEVANT RESOURCES/MATERIALS/Standards
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p> <ul style="list-style-type: none"> Define common and plural nouns. Define singular and plural possessive nouns. Define abbreviations. Define Narrative Writing. Introduce Narrative Writing organizer. Use context clues in order to define vocabulary. View a video and take notes about the type of dog that makes the best sled dog, the commands a musher uses and the equipment required to race. Discuss elements of a good narrative. 	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> W.AW.3.1 L.WF.3.2 <p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> <i>Language Arts</i> textbook/workbook Unit 2 <i>Wordly Wise 3</i> Student Workbook Narrative Writing Pre-writing organizer http://www.literacycookbook.com/page.php?id=50 <i>Communities</i> Social Studies textbook/workbook Unit 2 <i>A Closer Look</i> Science text book/workbook Unit 2 https://theliteracycookbook.wordpress.com/2014/11/22/parcc-prep-how-to-approach-the-narrative-writing-task/ Analyzing Literature http://www.literacycookbook.com/page.php?id=2 Narrative Prewriting Organizer https://www.literacycookbook.com/download.php?did=152 Thick vs. Thin Questions http://www.literacycookbook.com/download.php?did=81 http://www.pbs.org/wnet/nature/sled-dogs-an-aslaskan-epic-interactive-dogsledding-101/43555/
<p>Tier 2 Activities/Strategies (Application/Analysis)</p> <ul style="list-style-type: none"> Identify singular and plural nouns in sentences. Spell plural nouns that do not end in –s or –es . Students will make a chart of these nouns in their LA notebooks. Analyze nouns to determine if they are common or proper. Explain what a common noun is. Explain what a proper noun is. Analyze nouns to determine if they are possessive or plural. Use singular and plural possessive nouns in sentences. Combine sentences by joining two nouns. Write a rough draft of a Narrative Writing Task. Revise and edit draft. 	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> W.NW.3.3 L.WF.3.2 <p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> <i>Language Arts</i> textbook/workbook Unit 2 <i>Wordly Wise 3</i> Student Workbook https://www.teacherspayteachers.com/Product/S-tone-Fox-Thinking-and-Writing-PromptsGraphic-Organizers-for-Writing-450656 <i>Communities</i> Social Studies textbook/workbook Unit 2 <i>A Closer Look</i> Science text book/workbook Unit 2 “Prudy’s Problem and How She Solved It”, <i>Reading Street</i> textbook “William’s House” <i>Reading Street</i> textbook <i>Stone Fox</i> by John Reynolds Gardiner <u>Read Alouds:</u> <i>Snowflake Bentley</i> by Jacqueline Briggs Martin <i>More Than Anything</i> by Marie Bradby

<ul style="list-style-type: none"> • Edit for application of language arts rules. • Identify abbreviations for titles, days and months. 	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • W.NW.3.3 • L.WF.3.2 • L.WF.3.3
<ul style="list-style-type: none"> • Write sentences using singular and plural nouns. Have them write each sentence leaving a blank and ask the partner to fill in the missing noun. • Explain whether a word, in a given list of words, is a singular possessive or plural possessive noun. • Write abbreviations days, months and titles correctly. • Open Ended Writing prompt – Grandfather played an important role in Willie’s life. Write about an Important Person in your life. Give 3 reasons why they are important to you and explain why 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • <i>Language Arts</i> textbook/workbook Unit 2 • <i>Wordly Wise 3</i> Student Workbook • Answer open questions using information from the text. • Track and grade student participation in class answering questions in complete sentences and tracking peers. • <i>Communities</i> Social Studies textbook/workbook Unit 2 • <i>A Closer Look</i> Science text book/workbook Unit 2 • <i>Stone Fox</i> by John Reynolds Gardiner
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> • Write a paragraph to explain the author’s purpose. • Imagine that you are Little Willie or Stone Fox. Write a diary account of daily thoughts and activities for 2 days prior to the event, event day, and the day after the race. • Write three interview questions for Little Willy to answer, three for Stone Fox to answer, and one question for another racer to answer. Think about how each racer would answer and write a response. Use the book and what they know about each racer to form questions and answers. <p>PARCC Narrative Writing. Write a new chapter projecting what will happen after Willie carries Searchlight over the finish line.</p>	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> • SMARTboard • Type writing on laptops • Answer open test questions using information from the text. • Track and grade student participation in class answering questions in complete sentences and tracking peers. [List ways in which you will connect Writing to other disciplines and integrate technology.] • Reading/Writing response journals • https://www.teacherspayteachers.com/Product/Stone-Fox-Complete-Unit-1070301 • <i>Stone Fox</i> by John Reynolds Gardiner
TEST PREP	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <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

	<ul style="list-style-type: none"> • 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,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"> • 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. • Restate the question by using NAMES instead of pronouns. • Identify and label vocabulary in context. • Compare and contrast paired texts. • Identify the Main Idea. • Write OERs citing evidence from paired texts. • PARCC Narrative Writing Write a new chapter projecting what will happen after Willie carries Searchlight over the finish line. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • “Head Count”/“Look Who’s Talking!”- http://www.readworks.org/passages/head-count • “Are You a Fit Kid” - http://www.readworks.org/passages/are-you-fit-kid • “Gasping for Air”/“Clean Energy” - http://www.readworks.org/passages/gasping-air • “Trouble in the Amazon”/ “Coral Reef Goes Digital” - http://www.readworks.org/passages/trouble-amazon • <i>Stone Fox</i> by John Reynolds Gardiner
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<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 • 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, d • L.RF.3.4a-c • W.AW.3.1

	<ul style="list-style-type: none"> • 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"> • Practice applying test-taking strategies. • Make inferences when reading a variety of texts. • Compare and contrast within a text. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • “Saving Animals” / “Water Worries” - http://www.readworks.org/passages/saving-animals • “Every Hour Counts” - http://www.readworks.org/passages/every-hour-counts • “Staring Over” - http://www.readworks.org/passages/starting-over
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.3.4 • 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,d, • 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"> • Make inferences and identify theme when reading a variety of texts. • Provide inferences based on evidence from the text. • Write OERs comparing/contrasting multiple paired reading texts “Gasping for Air”/“Clean Energy”and“Trouble in the Amazon”/ “Coral Reef Goes Digital.” 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • “Gasping for Air”/“Clean Energy” - http://www.readworks.org/passages/gasping-air • “Trouble in the Amazon”/ “Coral Reef Goes Digital” - http://www.readworks.org/passages/trouble-amazon • “Birth of the Mighty River”- http://www.readworks.org/passages/birth-mighty-river • “Bringing Books to Life” - http://www.readworks.org/passages/bringing-books-life
STUDENT WORK PRODUCTS/ ASSESSMENTS:	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> • Use laptops to complete ANet assessment

<ul style="list-style-type: none"> • Create a dog sled using popsicle sticks. Write directions and materials used for each step. Draw pictures for a partner to follow. • ANet assessment 1 • PARCC practice test • ANET quizzes • Write OERs comparing multiple texts. 	<ul style="list-style-type: none"> • SmartBoard use on line tools to annotate passages and questions.
SPEAKING/ LISTENING	RELEVANT RESOURCES/MATERIALS/Standards
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 • SL.PI.3.4 • SL.UM.3.5 • L.VL.3.2a-d • L.VI.3.3 • L.KL.3.1a-c
<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. • Identify the reasons and evidence a speaker provides to support particular points. • Paraphrase portions of a text read aloud. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • Readers Theater-<i>Stone Fox</i> by John Reyonlds Gardiner • “Prudy’s Problem and How She Solved It” <i>Reading Street</i> textbook Unit 2 • “Williams House” <i>Reading Street</i> textbook Unit 2 • <i>Stone Fox</i> by John Reyonlds Gardiner • <i>Snowflake Bentley</i> by Jacqueline Briggs Martin • <i>Golden-Threaded Dress</i> by Carolyn Marsden
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • SL.PE.3.1 • SL.II.3.2 • SL.ES.3.3 • SL.PI.3.4 • SL.UM.3.5 • L.KL.3.1a-c • L.VL.3.2a-d • L.VI.3.3
<ul style="list-style-type: none"> • Share their own open-ended response writings with classmates. • Practice fluency while reading Friday journal writing aloud to a neighbor. • 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>Stone Fox</i> by John Reynolds Gardiner

<ul style="list-style-type: none"> • Work in pairs to answer questions about the text. • Distinguish what could, from what could not happen in real life. 	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • SL.PE.3.1 • SL.II.3.2 • SL.ES.3.3 • SL.PI.3.4 • SL.UM.3.5 • L.VL.3.2a-d • L.VI.3.3 • L.KL.3.1a-c
<ul style="list-style-type: none"> • Students will share their writing and reading journal entries with the class and the teacher. • 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- Readers Theater- <i>Stone Fox</i> by John Reynolds Gardiner • Student Journals • Performance rubric – teacher made document (Rubistar.com)
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> • Students will participate in guided discussions. • Perform an excerpt from <i>Stone Fox's Reading Theater</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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