

UNIT # 4: Fourth Marking Period	TIMEFRAME: March 31, 2016-June 16, 2016
<p>BIG IDEA(S):</p> <p><u>Reading Strategies/Vocabulary</u></p> <ul style="list-style-type: none"> • Literary Analysis • 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 <p>• <u>Topics</u></p> <ul style="list-style-type: none"> • Everyone is unique in their own way. Belief in one's self. Belief in others. Perseverance. <p>• <u>Writing Strategies</u></p> <ul style="list-style-type: none"> • PARCC Literary Analysis • Open-ended response • PARCC Narrative Writing • PARCC Research Writing • <p>• <u>Grammar</u></p> <ul style="list-style-type: none"> • Subject and object pronouns • Possessive pronouns • Contractions with pronouns • Homophones • Adjectives and adverbs • Commas <p>• <u>Test Prep</u></p> <ul style="list-style-type: none"> • Open-ended response • PARCC Literary Analysis • PARCC Narrative Writing • PARCC Research Writing • Practice and apply test-taking strategies 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How are adjectives used to compare? • How do you annotate? • Why is it important to annotate? • What does it mean to summarize? • What strategies do good readers use? • What does it mean to be unique? • Why do people choose to follow the crowd? • When can choosing your own path be a dangerous thing? • What is tolerance, and why is it important? • Why is it important to get to know someone before you make a judgment? • Why are people intolerant? • What is empathy, and why is it important?
<p>ENDURING UNDERSTANDINGS: Students will understand that...</p> <ul style="list-style-type: none"> • Good readers summarize infer, and paraphrase texts. • Good readers use context clues to determine the meanings of unknown words in texts. 	

- A pronoun is a word that takes the place of one or more nouns.
- The antecedent of a pronoun is the noun or nouns that the pronoun replaces; “ante” is a root that means “before.” The noun comes before the pronoun.
- A subject pronoun takes the place of one or more nouns in the subject of a sentence.
- An object pronoun follows an action verb, such as *see* or *tell*, or a preposition, such as *at*, *for*, *to*, or *with*.
- Possessive pronouns show ownership.
- Homophones sound the same but have different spellings and different meanings.
- Adjectives are words that describe or modify nouns or pronouns.
- Adverbs are words that describe or modify verbs.
- Tolerant people accept other peoples’ differences.
- Empathetic people put themselves in other peoples’ shoes (figuratively) and are better able to understand how other people feel.
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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 ● 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 ● L.RF.3.4c ● W.AW.3.1 ● W.IW.3.2 ● W.NW.3.3 ● W.WP.3.4 ● W.WR.3.5 ● W.SE.3.6 ● W.RW.3.7 ● SL.PE.3.1 ● SL.II.3.2 ● SL.ES.3.3 ● SL.AS.3.6 ● L.KL.3.1a-c ● L.VL.3.2a-d ● L.VI.3.3a-c ● L.WF.3.2 ● L.WF.3.3

<ul style="list-style-type: none"> ● Use context clues in order to define vocabulary across all subject areas and readings. ● Identify parts of speech, synonyms, and antonyms for vocabulary words. ● Identify key words that indicate comparisons and contrasts. ● Recall basic facts from different biographies (“Rocks in His Head” and “America’s Champion Swimmer: Gertrude Ederle”). ● Identify the hardships or struggles, if any while reading “Rocks in His Head” and “America’s Champion Swimmer: Gertrude Ederle.” 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> ● “Rocks in His Head”, <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 ● “America’s Champion Swimmer: Gertrude Ederle”, <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 ● “Fly, Eagle, Fly!”, <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 ● <i>Charlotte’s Web</i> by E.B. White ● Read Alouds: ● <i>Matthew and Tilly</i> by Rebecca C. Jones ● <i>Worldly Wise Book 3</i> Spelling textbook ● <i>Vocabulary Workshop Book 3</i> Spelling textbook ● <i>Communities</i> Social Studies textbook ● Language Arts textbook
<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 ● 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 ● L.RF.3.4c ● W.AW.3.1 ● W.IW.3.2 ● W.NW.3.3 ● W.WP.3.4 ● W.WR.3.5 ● W.SE.3.6 ● W.RW.3.7 ● SL.PE.3.1 ● SL.II.3.2 ● SL.ES.3.3 ● SL.PI.3.4 ● SL.UM.3.5 ● SL.AS.3.6 ● L.KL.3.1a-c ● L.VL.3.2a-d ● L.VI.3.3a-c ● L.WF.3.2

<ul style="list-style-type: none"> ● Use context clues to come up with synonyms/antonyms for <i>Vocabulary Workshop</i> words. ● Students will hypothesize the meaning of vocabulary words using context clues. ● Analyze characters by completing character analysis sheet. ● Make inferences while reading the biographies (“Rocks in His Head” and “America’s Champion Swimmer: Gertrude Ederle”) ● Determine the main idea of a text and explain how it is supported by key details. ● Make predictions in stories about future events in all stories listed . ● Explain how conflict or struggle affects the men or women we are reading about. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> ● <i>Vocabulary Workshop</i> ● TLC Paraphrase, Question, Infer, and Summarize chart http://www.literacycookbook.com/download.php?did=61 ● D.DAT Chart TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D90& ● “Rocks in His Head”, <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 ● “America’s Champion Swimmer: Gertrude Ederle”, <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 ● <i>Charlotte’s Web</i> by E.B. White
<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.3.4 ● 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 ● L.RF.3.4c ● W.AW.3.1 ● W.IW.3.2 ● W.NW.3.3 ● W.WP.3.4 ● W.WR.3.5 ● W.SE.3.6 ● W.RW.3.7 ● SL.PE.3.1 ● SL.II.3.2 ● SL.ES.3.3 ● SL.PI.3.4 ● SL.AS.3.6 ● L.KL.3.1a-c

	<ul style="list-style-type: none"> • L.VL.3.2a-d • L.VI.3.3a-c • L.WF.3.2 • L.WF.3.3
<ul style="list-style-type: none"> • Determine the part of speech and meaning of unfamiliar words and phrases from <i>Charlotte's Web</i> using the Vocabulary Hypothesis Sheet. • Compose sentences using <i>Vocabulary Workshop</i> words correctly for home practice. • Evaluate the above sentences from their peers. • Provide evidence from the text for inferences. • Compare and Contrast the main characters from "Rocks in His Head" and "America's Champion Swimmer: Gertrude Ederle." • Evaluate the decisions and events that made each person unique. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • <i>Vocabulary Workshop</i> • "Rocks in His Head", <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 • "America's Champion Swimmer: Gertrude Ederle", <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 • <i>Charlotte's Web</i> by E. B. White • TLC Paraphrase, Question, Infer, and Summarize chart http://www.literacycookbook.com/download.php?did=61 • D.DAT Chart TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D90& • Vocabulary Hypothesis Sheet.
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Reading and vocabulary tests. • Teacher observation. • Class participation and discussion. • Writing journals/notebooks/ reading response journals. • D-DAT Charts collected to check evidence to support analysis of character . • Complete a 4 paragraph essay, with an introduction and a punchy ending, comparing and contrasting characters from different stories, using details from "Rocks in His Head" and 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • TLC DDAT Character Chart https://www.literacycookbook.com/download.php?did=90 • SMARTboard • Type writing on laptops

<p>“America’s Champion Swimmer: Gertrude Ederle.”</p>	
<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"> ● 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 ● L.RF.3.3 ● L.RF.3.4c ● W.NW.3.3 ● W.WP.3.4 ● W.WR.3.5 ● W.SE.3.6 ● W.RW.3.7 ● SL.PE.3.1 ● SL.II.3.2 ● SL.ES.3.3 ● SL.PI.3.4 ● SL.AS.3.6 ● L.KL.3.1a-c ● L.VI.3.3a-c ● L.VL.3.2a-d ● L.WF.3.2 ● L.WF.3.3
<ul style="list-style-type: none"> ● Define and use vocabulary words in sentences. ● Define and identify adjectives and adverbs. ● Define subject and object pronouns. ● Identify possessive pronouns. ● Recognize contractions with pronouns. ● Define homophones. ● List topics that <i>Charlotte’s Web</i> deals with. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> ● Writing journals ● <i>Vocabulary Workshop</i> ● Language Arts textbook ● Language Arts workbook ● <i>Charlotte’s Web</i> by E. B. White
<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 ● RL.CT.3.8

	<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 ● RI.CT.3.8 ● L.RF.3.3 ● L.RF.3.4c ● W.AW.3.1 ● W.IW.3.2 ● W.NW.3.3 ● W.WP.3.4 ● W.WR.3.5 ● W.SE.3.6 ● W.RW.3.7 ● SL.PE.3.1 ● SL.II.3.2 ● SL.ES.3.3 ● SL.PI.3.4 ● SL.AS.3.6 ● L.KL.3.1a-c ● L.VI.3.3a-c ● L.VL.3.2a-d ● L.WF.3.2 ● L.WF.3.3
<ul style="list-style-type: none"> ● Determine the meaning of unknown and multiple-meaning words or phrases based on grade 3 reading. ● Determine when to use commas in addresses. ● Analyze sentences to determine what the subject pronoun is. ● Analyze sentences to determine what the object pronoun is. ● Explain what possessive pronouns are. ● Explain what homophones are. ● Identify and record general characteristics for the main characters from “Rocks in His Head” and “America’s Champion Swimmer: Gertrude Ederle.” ● Compare/contrast two of the main characters from <i>Charlotte’s Web</i>. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> ● Language Arts textbook ● Language Arts workbook ● <i>Communities</i> Social Studies textbook/workbook Unit 4 ● <i>A Closer Look</i> Science textbook/workbook Unit 4 ● TLC DDAT Character Chart ● https://www.literacycookbook.com/download.php?did=90 ● “Rocks in His Head”, <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 ● “America’s Champion Swimmer: Gertrude Ederle”, <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 ● Journal ● <i>Charlotte’s Web</i> by E. B. White
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

	<ul style="list-style-type: none"> ● 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 ● L.RF.3.4c ● W.AW.3.1 ● W.IW.3.2 ● W.NW.3.3 ● W.WP.3.4 ● W.WR.3.5 ● W.SE.3.6 ● W.RW.3.7 ● SL.PE.3.1 ● SL.II.3.2 ● SL.ES.3.3 ● SL.PI.3.4 ● SL.AS.3.6 ● L.VL.3.2a-d ● L.KL.3.1a-c ● L.VI.3.3a-c ● L.WF.3.2 ● L.WF.3.3
<ul style="list-style-type: none"> ● Use pronouns and antecedents in writing. ● Use possessive pronouns in their writing. ● Write a letter to second graders about how third grade was different then what they expected and ask if they have any questions. “Mail” it to them at the school address. ● Decide which main character (from “Rocks in His Head” or “America’s Champion Swimmer: Gertrude Ederle”) you would like to spend a day with. Give three reasons why you chose that character. ● Compose a literary analysis essay discussing the theme of perseverance as shown though both Charlotte’s action’s (<i>Charlotte’s Web</i>, when she completed the web knowing it would be her last) and Gertrude Ederle’s actions (“America’s Champion Swimmer: Gertrude Ederle,” when 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> ● <i>Vocabulary Workshop</i> ● Language Arts textbook ● “Rocks in His Head”, <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 ● “America’s Champion Swimmer: Gertrude Ederle”, <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 ● <i>Charlotte’s Web</i> by E. B. White

<p>she was told not to complete her last swim).</p>	
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Writing journals/notebooks/ reading response journals. • Language Arts tests. • Answer open-ended test questions using information from the text. • Track and grade student participation in class answering questions in complete sentences and tracking peers. • Complete a 4 paragraph essay, with an introduction and a punchy ending, comparing and contrasting characters from different stories, using details from “Rocks in His Head” and “America’s Champion Swimmer: Gertrude Ederle”. 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • SMARTboard • Type writing on laptops
<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.3.4 • 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, 3.3d, • L.RF.3.4a-c • W.AW.3.1 • W.IW.3.2 • 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 • L.WF.3.3

<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 using stories from Units 3, 5, 7 and 11 of <i>NJ Progress</i> book. ● Restate the question by using NAMES instead of pronouns. ● Identify and label vocabulary in context. ● Compare and contrast paired texts. ● Identify author's purpose, theme, main idea. ● . <p>Introduce research project by reading and asking/answering questions about using the teacher-generated outline.</p>	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> ● <i>NJ Progress</i> book-Unit 3-Reading Informational Text: Key Ideas and Details ● <i>NJ Progress</i> book-Unit 5-Reading Literature: Craft and Structure ● <i>NJ Progress</i> book-Unit 7- Reading Informational Text: Craft and Structure ● <i>NJ Progress</i> book-Unit 10-Research to Build and Present Knowledge: Write Research Reports ● <i>NJ Progress</i> book-Unit 11-Reading Informational Text: Integration of Knowledge and Ideas ● Teacher generated outline, with websites, for research project.
<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 ● 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.3.3a, 3.3d, L.RF.3.4a-c ● W.AW.3.1 ● W.IW.3.2 ● 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. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> ● <i>NJ Progress</i> book-Unit 3-Reading Informational Text: Key Ideas and Details ● <i>NJ Progress</i> book-Unit 5-Reading Literature: Craft and Structure ● <i>NJ Progress</i> book-Unit 7- Reading Informational Text: Craft and Structure

<ul style="list-style-type: none"> ● Practice identifying author's purpose, theme, vocabulary in context, and main idea. ● Use the Research outline to organize research report about adaptations of desert plants or animals. 	<ul style="list-style-type: none"> ● <i>NJ Progress</i> book-Unit 10-Research to Build and Present Knowledge: Write Research Reports ● <i>NJ Progress</i> book-Unit 11-Reading Informational Text: Integration of Knowledge and Ideas ● Teacher generated outline, with websites, for research project.
<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.3.4 ● 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.3.3a, 3.3d ● L.RF.3.4a-c ● W.AW.3.1 ● W.IW.3.2 ● 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 and identify theme when reading a variety of texts. ● Provide inferences based on evidence from the text. ● Write OERs comparing/contrasting paired text. ● Write your final copy of the research report about a desert from the outline that was created. ● Write OERs citing evidence from paired texts. ● Write research reports. ● 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> ● <i>NJ Progress</i> book-Unit 3-Reading Informational Text: Key Ideas and Details ● <i>NJ Progress</i> book-Unit 5-Reading Literature: Craft and Structure ● <i>NJ Progress</i> book-Unit 7- Reading Informational Text: Craft and Structure ● <i>NJ Progress</i> book-Unit 10-Research to Build and Present Knowledge: Write Research Reports ● <i>NJ Progress</i> book-Unit 11-Reading Informational Text: Integration of Knowledge and Ideas ● Teacher generated outline, with websites, for research project.

STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> • ANet assessment • PARCC practice test • PARCC Writing prep. Compare and contrast ideas learned in Unit 11 (<i>NJ Progress</i> book) to decide whether Pluto should be considered a planet and why the solar system moves. • ANET quizzes • Write OERs comparing multiple texts. 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> • Use laptops to complete ANet assessment • SmartBoard use online tools to annotate passages and questions • PARCC practice test
SPEAKING/ LISTENING	RELEVANT RESOURCES/MATERIALS/Standards
<ul style="list-style-type: none"> • Tier 1 Activities/Strategies (Knowledge/Comprehension) 	Tier 1 Standards: <ul style="list-style-type: none"> • W.AW.3.1 • W.IW.3.2 • W.NW.3.3 • W.WP.3.4 • W.WR.3.5 • W.SE.3.6 • W.RW.3.7 • SL.PE.3.1 • SL.II.3.2 • SL.ES.3.3 • SL.PI.3.4 • SL.UM.3.5 • SL.AS.3.6 • L.KL.3.1a-c • L.VL.3.2a-d • L.VI.3.3a-c
<ul style="list-style-type: none"> • Paraphrase portions of a text read aloud. • Express connections to characters throughout the reading of <i>Charlotte's Web</i>. • Listen to the opinions of others, take notes, and compare information with their opinions. • Listen to stories that explain nature's mysteries and write 2 questions that they have that made them curious. Listen to a Reader's Theater and respond to questions. • Students will share their writings to determine which mystery in nature the class was most curious about. • Recall details of the overall structure (chronology, cause/effect, problem/solution) of events in 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • "Rocks in His Head", <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 • "America's Champion Swimmer: Gertrude Ederle", <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 • Fly, Eagle, Fly!", <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 • <i>Charlotte's Web</i> by E B White • <i>Matthew and Tilly</i> by Rebecca C. Jones • Reader's Theater for <i>Charlotte's Web</i> • Student Journals • Performance rubric-teacher made document (Rubistar.com)

<p>“Rocks in His Head” and “America’s Champion Swimmer: Gertrude Ederle.” Present a sequenced recounting of events in the story. Classmates will listen for accuracy and will correct speaker by raising hand, replace the speaker and start again.</p>	
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> ● W.AW.3.1 ● W.IW.3.2 ● W.NW.3.3 ● W.WP.3.4 ● W.WR.3.5 ● W.SE.3.6 ● W.RW.3.7 ● SL.PE.3.1 ● SL.II.3.2 ● SL.ES.3.3 ● SL.PI.3.4 ● SL.UM.3.5 ● SL.AS.3.6 ● L.KL.3.1a-c ● L.VL.3.2a-d ● L.VI.3.3a-c
<ul style="list-style-type: none"> ● Work in pairs to answer questions about the texts. ● Students will be called on to share the opinions/thoughts of their partner. ● Students will use current vocabulary words from <i>Vocabulary Workshop</i> during class discussions. ● Perform Readers Theater for Kindergarten and respond to their questions. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> ● “Rocks in His Head”, <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 ● “America’s Champion Swimmer: Gertrude Ederle”, <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 ● “Fly, Eagle, Fly!”, <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 ● <i>Charlotte’s Web</i> by E B White ● <i>Matthew and Tilly</i> by Rebecca C. Jones
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> ● W.AW.3.1 ● W.IW.3.2 ● W.NW.3.3 ● W.WP.3.4 ● W.WR.3.5 ● W.SE.3.6 ● W.RW.3.7 ● SL.PE.3.1 ● SL.II.3.2 ● SL.ES.3.3 ● SL.PI.3.4

	<ul style="list-style-type: none"> ● SL.UM.3.5 ● SL.AS.3.6 ● L.KL.3.1a-c ● L.VL.3.2a-d ● L.VI.3.3a-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. ● Write a letter to Mr. Arable on the subject of killing Wilbur using appropriate facts and relevant, descriptive details to support their point of view. Students will read their letters to the class, speaking clearly at an understandable pace. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> ● "Rocks in His Head", <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 ● "America's Champion Swimmer: Gertrude Ederle", <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 ● Fly, Eagle, Fly!", <i>Reading Street</i> 3rd grade Reading textbook, Unit 4 ● <i>Charlotte's Web</i> by E B White ● <i>Matthew and Tilly</i> by Rebecca C. Jones ● Student Journals ● Performance rubric – teacher- made document (Rubisar.com)
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> ● Speaking and listening will be informally assessed by participation in class discussions and accuracy of answers. ● Participation in small group and one-on-one discussions. ● Students' notes during discussions. ● Writing and Reading journal entries. ● Observation of the accuracy of the students' performance in the Reader's Theater. 	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.

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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