Subject: English Language Arts

Students in 3rd grade should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for children to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment can take a variety of formats, including read-alouds, shared readings, paired readings, learning activities that incorporate literacy materials, talking, writing and other literacy activities. We refer to these instructional events as ‘reading or literacy experiences’ because the focus is on using texts, printed and visual, to develop readers’ concepts of how meaning is conveyed through reading and writing, and in turn their ability to make meaning of increasingly complex text. Much of this work is done through talk-reading and reading-writing connections.

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<td>Choosing a Just Right Book</td>
<td>Fountas and Pinnell Fall Fiction Assessment with Writing using constructed response two point rubric from NYS Assessment</td>
<td><strong>Professional Books to Support Unit:</strong> Guiding Readers and Writers Teaching Comprehension Genre, And Content Literacy By Irene Fountas</td>
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<td><strong>Strategies and skills:</strong></td>
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<td><strong>Specific ways to select and return books in our classrooms so that we all can find and use them- Reading is thinking.</strong></td>
<td><strong>Writing Anchor Standards</strong></td>
<td>Ask and answer questions-Text dependent questions and answers</td>
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<td><strong>How do good readers choose just right books- students use several different kinds of information to help them choose books. Easy, Just right, challenging. Thinking and talking about reading during small group Distinguishing between genres Strategies and Skills</strong></td>
<td><strong>Literary Analysis:</strong></td>
<td>Identify main message- Students recall main idea using text evidence characters-Character traits Explain understanding Use context clues Speak in complete sentences Use text evidence to describe traits, motivation and tone Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.feelings</td>
<td>Formative Writing Assessment-Personal Narrative, Text to self, text to text and text to world connections</td>
<td><strong>Eating While Reading by Gary Soto</strong></td>
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<td><strong>UNIT 1 Strategies and skills:</strong></td>
<td><strong>Writing Workshop</strong></td>
<td>Explain understanding Use context clues Speak in complete sentences Use text evidence to describe traits, motivation and tone Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.feelings</td>
<td>Summative Writing Assessment-four point rubric</td>
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<td><strong>Introduce silent reading-routines of silent reading are established.</strong></td>
<td><strong>Writing Workshop</strong></td>
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<td>Presentation of Knowledge and Ideas</td>
<td>Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.</td>
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<td>Knowledge of Language:</td>
<td>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</td>
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<td>Lifelong Practices of readers and writers</td>
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<td><strong>Literary and Informational Texts</strong></td>
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<td>3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&amp;RL) 3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&amp;RL) 3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) 3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&amp;RL)</td>
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<td><strong>Phonics and Word Recognition</strong> 3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.</td>
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<td><strong>First Twenty Days of Balanced Literacy Chapter 9</strong></td>
<td>Introduce Readers Notebooks and Readers Response Journals- including journal letters. Students learn that there are a variety of topics to write responses to readers.</td>
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<td>Guided Reading and Writers see attached Writing Mini lessons Narrative</td>
<td>Understand how to craft personal narratives and memoirs from mentor texts.</td>
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<td>2. Understand personal narratives as a story from the authors’ life, usually told in first person. 3. Underst and memoir as a reflection of a memorable experience or a person. 4. Select small moments or experiences and share thinking and feelings. 5. Describe a setting and how it is related to the writer's experience. 6. Use literary language different from oral language in your writing 7. How to chose significant topics -Awakening the Heart.</td>
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<td><strong>UNIT 1A</strong></td>
<td><strong>ELA Module 1 Informational Texts</strong></td>
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<td>See binders for full module</td>
<td>How do people in world communities seek education? How do people in world communities gain knowledge in similar and different ways? How can I use what I know about letters and sounds to help read and spell words? How can I use the rules of standard English when spelling and writing?</td>
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<td><strong>Language</strong> Complete sentences Types of sentences Punctuate sentences Complete and simple subjects Nouns in subjects Compound subjects Verbs in predicates Compound predicates</td>
<td><strong>Spelling:</strong> Short/long vowels: i, o, a, u Diphthongs: ou, ow Tough group Consonant diagraphs: ch, th, wh Silent letters: e, t, w Contractions: not &amp; are r-controlled vowels Homophones: there/thier/they're, too/to/two, right/write, know/no, here/hear, see/sea, through/through, be/bee, made/maid Frequent spellings for /k/: c, k, ck, qu, ch Words are easier to spell when each word part is spelled separately</td>
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<td><strong>Graphic Organizers to introduce-RACES</strong> Notice/Wonder Prediction through excerpts and illustrations Retelling/summarizing Asking questions Using/Identifying text features Point of view/Setting</td>
<td><strong>Formative writing assessments from iReady Pathways individualized for all students Guided reading assessments introduced LLI running records as needed Summative Assessment</strong></td>
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<td><strong>Personal Narrative, Text to self, text to text and text to world connections</strong></td>
<td><strong>The Marble Champ by Gary Soto Text of City Green by Dyanne Disalvo The Lightwell by Laurence Yep Going Home by Eve Bunting Zachary’s Divorce by Linda Sieve Jamaica Tag-Along by Juanita Havill Uncle Willie and the Soup Kitchen by Dyanne Disalvo-Ryan Tagua Days by Cruz Martel</strong></td>
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<td><strong>Module 1</strong></td>
<td><strong>Literary and Informational Texts and articles ranging from lexile 420 GR 1-K 940 GR O-Q RAZ KIDS NEWS ELA</strong></td>
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</table>
Writing Mini Lessons for Informational
1. Understand that writers write information texts for readers to learn about a topic.
2. Writers can learn to write literary nonfiction from mentor texts.
3. Understand that to write literary nonfiction, the writer needs to become very knowledgeable about the topic.

Unit TWO EMPATHY TOUCHSTONE TEXT
The Most Beautiful Place in the World
See attached lesson questions. Touchstone text with articles in four sections
Ask and answer questions about key ideas in a text.

Gathering Text Evidence about unfamiliar topics

Guided Reading Mini Lessons
1. Select and analyze the characteristics of the text.
2. Using multiple resources of information (meaning, structure and visual information) in an integrated way to read accurately with monitoring and self correcting.
3. Applying a range of word solving strategies while reading for meaning.
4. Distinguishing between new information and incorporating new ideas and concepts into their reading.

Main idea of informational article
Main idea of a realistic fictional text
Answer questions using text evidence
How to take effective notes
Comprehension Strategies
Close Reading Skills
How to list headings to reflect the overall organization of a text
Provide evidence from the text to support written claim about the text.
Predict logically, supported by evidence, what will happen next in a text.

Finding evidence
Read and reread for a different lens.
Identify main idea and details
Graphic organizers RACES
Notice/Wonder
Prediction through excerpts and illustrations- Vivid Images
Retelling/summarizing
Asking questions
Using/Identifying text features
Character traits

Spelling:
Long vowels: e
When h follows c, s, t, or w
Vo: oi & oy
Compounds
Suffixes: s, ed, ing

The Most Beautiful Place in the World By Ann Cameron
• “Surprise: Elephants Comfort Upset Friends”
  -Newsela
• High Schools with Lower income
  Students Lose More Football Games
• School Cafeteria Offers Donation Table for Unwanted Oranges and Slaw
• Countries of the World: Guatemala
  A huge volcano erupted in Guatemala. Why was it so destructive?
• Fly Away Home by Eve Bunting
• Miz Berlin Walks by Jane Yolen
• The Lady in the Box by Ann McGovern

Module 2 Assessments
Formative Assessment:
Identify the most beautiful place in the world for you. This is done with a two point rubric. Keep this assessment for post read of text. Compare and contrast the two essays

Summative Assessment:
Now that you have read the Most Beautiful Place in the World by Ann Cameron, do you want change your place? If so why or why not? Write an essay comparing and contrasting the two settings you chose.

iReady Pathways
Constructed Responses quarterly.

Module 2 Assessments

The Most Beautiful Place in the World By Ann Cameron

The Lady in the Box by Ann McGovern

Sitting Spelling
word with the same root (e.g., company; companion). Knowledge of Language: Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing. 3L3a: Choose words and phrases for effect. 3L5: Demonstrate understanding of word relationships and nuances in word meanings. 3L5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). 3L5b: Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or helpful). 3L5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert). 3L3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 3L3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. Reading:

5. Understanding the difference between fiction and nonfiction and characteristics of genres.


**Writing Mini Lessons**

**FUNCTIONAL**

1. Short writes responding to a text in a variety of ways (prediction, opinion or aspect of the text).
2. List of support memory (character, events in a story, setting memorable words or phrases)
3. Effective note taking to be used for discussion on writing.
4. Graphic organizers showing embedded genres with text in reader's notebooks.

**INFORMATIONAL**

1. Short reports utilizing information from one or more texts.
2. Use of graphic features such as titles, labels, headings, subheadings, sidebars and photographs.
3. Introduce book recommendations

**Inquiry/research/explanation**

Take notes or make sketches to help in remembering information. Gather information about a topic from books or other print and media resources whistle preparing to write about a topic.

**Language**

Classify nouns
Identify common and proper nouns
Use abbreviations and titles
Singular and plural nouns
Irregular plural nouns
Possessive nouns

**Characteristics of texts for guided and performance reading.**

1. Genre
2. Content
3. Themes and Ideas
4. Language and Literary Features
5. Sentence Complexity
6. Vocabulary
7. Words
8. Illustrations
9. Books and Print Features
10. Text structure

Some sounds are spelled more than one way

/s/: s, ss, ce, ci, cy
/i/: y, igh, ind, i, i-consonant-e
/j/: j, ge, gi, and gy
/s/: s, ss, ce, ci, cy
/o/: o, oi, ou, ow

Hornographs
Prefixes: re, un
Silent letters
Hornophones: there/their/they’re
Words are easier to spell when each word part is spelled separately

**Formative Assessment**

After immersing in Author’s study, students will choose three mentor texts by Pollacco for this four point extended response.

**Summative Assessment**

Students will write an extended response utilizing the New York State four point rubric focusing on an author of their choosing. Students must read three texts or three articles for this assignment.

**iReady Diagnostic**

Fountas and Pinnell benchmark assessment for all tier two and three students.

**STAR Assessment**

**Author Craft**

- Rain School by James Rumford
- Thank you Mr. Falker by Patricia Polacco
- The Keeping Quilt by Patricia Polacco
- The Butterfly Cup by Patricia Polacco
- Mr. Lincoln’s Way by Patricia Polacco
- Thundercake by Patricia Polacco
- My Rotten Redheaded Older Brother by Patricia Polacco
- The Blessing by Patricia Polacco
- My Librarian is A Camel
- Nasreen’s Secret School
- That Book Woman

**Bullfrog and Magnolia Circle** by Deborah Dennard (RL, 670L)

*TheGlassFrog,* Douglass Floral (RL poems, NL)
3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
3W3a: Establish a situation and introduce a narrator and/or characters.
3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
3W3c: Use temporal words and phrases to signal event order.
3W3d: Provide a conclusion.
3W4: Create a response to a text,

Writing about Reading:

- Introduce thinking within the text, beyond the text and about the text.
  1. Write summaries that reflect literal understanding of a text.
  2. Provide evidence from the text or from personal experience to support written statements about the text.
  3. Show awareness of temporal sequence compare and contrast, cause and effect and problem and solution.

Module 3

- See attached binder for full module

Guided Reading lessons:

Thinking within the text:
  1. Searching for and using information.
  3. Maintaining fluency.

Thinking beyond text:
  1. Predicting.
  3. Inferring.

Thinking about the text:
  1. Analyzing.
  2. Critiquing.

Writing lessons:

1. Describe an illustration in this genre can evoke feeling from the text.
2. Select an example of the writer's use of language and write a response to that language.
3. Expand on the writing process.
4. Generating and collecting within the notebook.
5. Developing within the genre.
6. Publishing within the genre.

- Participate in conversations.
- Retell a story.
- Use context clues.
- Describe characters in a story.
- Comprehension Strategies.
- Close reading skills.
- Finding evidence.
- Read and reread.
- Circle unfamiliar words.
- Identify main idea and details.
- Graphic organizers (SWIBS).
- Notice/Wonder.
- Prediction through excerpts and illustrations.
- Retelling/summarizing.
- Asking questions.
- Using/Identifying text features.
- Making connections.
- Visualizing.
- Character traits.
- Point of view/Setting.
- Personal goals.
- Stamina.
- Choosing a book.

Formative Assessment:

- Students gather information about a research topic.
- Students will respond to a NEWS ELA article agreed upon with a lexile of 860-1020.

Summative Assessment:

- Students will produce a similar response comparing two articles fiction and non with both a constructed response and extended response.

iReady Pathway

- “Everything You Need to Know about Frogs and Other Slippery Creatures,” DK Publishing (RI, 820L).
- “Staying Alive, Animal Adaptations,” Expeditionary 3 Learning (RI, 890L).
- PoisonDartFrogsUp Close, Carmen Bredeson (RI, 830L).

Lexile:

- 420 GR I-K
- 940 GR O-Q

RAZ Kids:

- NEWS ELA
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<th>Quarter 3</th>
<th>Research and Present Knowledge</th>
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<td>3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge. 3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.</td>
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**RL.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**RL.3.3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**RL.3.5.** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each

<table>
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<td>How can I use the rules of standard English when spelling and writing?</td>
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<td>How can I incorporate the 6 +1 Traits into my writing?</td>
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<td>How can I write a narrative or expository piece using the elementary writing template?</td>
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**Spelling**

- **Compound words**
- **Possessives**
  - Suffixes: y, ing, ly, ful, s, er, est
  - /e/: e, ea, ee, y
  - /u/: u, oo, ew, ue, and u-consonant-e
- **Soft-syllable endings**: er, or, ar
- **Double letters**
  - /a/: a, ai, ay, and a-consonant-e
- **Contractions**
  - Words are easier to spell when each word part is spelled separately

**Language**

- **Main verbs and helping verbs**
- **Helping verbs** (have, do, be, as)
- **Contractions with not**
- **Correct verb tenses**
- **Present tense verbs**
- **Subject verb agreement**
- **Past/future tense verbs**
- **Irregular verbs**

**Writing**

- **Write an opinion piece with reasons that support the point of view**

**Revised 2020-2021**
successive part builds on earlier sections. RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades
2–3 text complexity band independently and proficiently.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1.B. Provide reasons that support the opinion.
W.3.1.C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1.D. Provide a concluding statement or section.
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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<th>W.3.2.B. Develop the topic with facts, definitions, and details.</th>
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<td>W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</td>
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<td>W.3.2.D. Provide a concluding statement or section.</td>
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<td>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
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<td>W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
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<td>W.3.3.C. Use temporal words and phrases to signal event order. Provide a sense of closure.</td>
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<td>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</td>
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<td>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</td>
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<td>W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</td>
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<tr>
<td>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<tr>
<td>L.3.1.H. Use coordinating and subordinating conjunctions.</td>
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<tr>
<td>L.3.1.I. Produce simple, compound, and complex sentences.</td>
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<tr>
<td>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling wunknown and multiple-sequence technical texts, at the high end of the grades 2–3 text complexity band</td>
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independent reading as necessary.
SL appropriate ela agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew,
believed, suspected, heard, wondered).
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
How do authors capture readers' imaginations?
How can I use what I know about letters and sounds to help read and spell words?
How can I use the rules of standard English when spelling and writing?
How can I incorporate the 6 + 1 Traits into my writing?
How can I write a well-developed essay with a clear introduction, body, and conclusion?
Module 4
Participate in conversation
Determine the main idea of an informational text
| Use information from illustrations to understand informational text |
| Answer questions using specific details from informational text |
| Comprehension Strategies |
| Close reading skills |
| Finding evidence |
| Read and reread |
| Circle unfamiliar words |
| Identify main idea and details |
| Graphic organizers (SWIBS) |
| Notice/Wonder |
| Prediction through excerpts and illustrations |
| Retelling/summarizing |
| Asking questions |
| Using/Identifying text features |
| Making connections |
| Visualizing |
| Character traits |
| Point of view/Setting |
| personal goals |
| Stamina |
| Choosing a book |

Spelling

Module 2
Trade books/Book room
Harcourt Trophies
LLI Kit
Louise Cleveland
Sitton Spelling
Harcourt English
Scholastic
Traits/Trait Crate
William VanCleave
Raz Kids
Weekly Reader
Websites
Contractions: have, not, will/shall, would/had, is/has, are

Homophones: it’s/its, let’s/lets, their/there/they’re

/el/: le, al, el

Double letter words

Homophones, be/bee, beat/beet, cheap/cheap, creak/creek, feat/feet, leader/liter, meat/meet, peak/peek, peal/peel, read/reed, real/reel, scene/seem, scam/seem, steal/steel, suite/sweet, teas/tease/tees, vary/very, we/wee, we’d/weed

Similes

Words are easier to spell when each word part is spelled separately

Language

Singular and plural pronouns

Antecedents

Subject and object pronouns
<table>
<thead>
<tr>
<th>Correct use of I and Me</th>
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<tbody>
<tr>
<td>Possessive pronouns</td>
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<tr>
<td>Adjectives to tell how many and what kind</td>
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<tr>
<td>Contractions with pronouns</td>
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</tbody>
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Writing
Informative/explanatory texts that convey ideas and information clearly

Narrative writing – compare and contrast main ideas and key details in two texts on the same topic.
Module 4
Spelling Reviews Units 18-21
Harcourt Language Assessment
Teacher Generated Tests
F & P
<table>
<thead>
<tr>
<th>Running Records</th>
<th>STAR</th>
<th>SLO</th>
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<th>Writing Rubric</th>
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How do writers use evidence from text to strengthen their message?

How do writers support their points of view with reasons, facts, and details?

How can I use what I know about letters and sounds to help read and spell words?
How can I use the rules of standard English when spelling and writing?
How can I incorporate the 6 +1 Traits into my writing?
How can I write a well-developed essay with a clear introduction, body, and conclusion?
<table>
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<td>Trade books/Book room</td>
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